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New opportunities can be achieved only with the support of appropriate curricula. To explore the special needs of Negro students, in terms of both curriculum and services, and to produce this report--intended as "a definitive publication for the use of institutions enrolling significant numbers of Negro students"--a summer workshop was held at Warren Wilson College in 1968. The report is divided into 3 sections, each of which deals with special facets of accelerating curricular change. The first examines social, economic and cultural changes taking place which can be expected to increase and which call for prompt accommodation in the curriculum. The students' attitudes, outlooks and expectations as they react to social and educational changes are discussed. The second section deals with specific subjects and programs within the curriculum. Obstacles to effecting change are outlined and new orientations for various disciplines are suggested. The final section, "A Call to Action," puts forth 19 recommendations based on major conclusions of the conference participants. An Appendix lists a wide variety of jobs available to college graduates. (JS)

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A Conference Report • Institute for Higher Educational Opportunity • Southern Regional Education Board

new careers and curriculum change

REPORT OF A CONFERENCE ON CURRICULAR CHANGE IN THE TRADITIONALLY NEGRO COLLEGE FOR NEW CAREER OPPORTUNITIES

Southern Regional Education Board / 130 Sixth Street, N.W. / Atlanta, Georgia 30313

1968

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PREFACE

New career opportunities for college graduates require continuing examination of courses of study. This condition applies with particular force to colleges and universities which have traditionally enrolled large numbers of Negro students because the reality of new opportunities can be achieved only by support of appropriate curricula. This publication has been prepared in the hope that it may prove helpful in accelerating curricular changes which will result in increased opportunities for the graduates.

A proposal for a writing conference to prepare this publication was funded by the Ford Foundation in the spring of 1968. A small advisory committee helped the staff set boundaries for the project, decide areas to be dealt with, and suggested persons who should participate in a writing conference in the early summer.

The advisory committee consulted with the National Urban League and with the College Placement Services in formulating its plans. The League has been bringing successful alumni back to the campuses of traditionally Negro colleges to participate in career week programs and to demonstrate the reality of new opportunities. The College Placement Services are providing assistance to placement offices to strengthen their work in the traditionally Negro institutions.

The writing conference was held at Warren Wilson College from June 21 through July 1, 1968. The participating group consisted of people who were knowledgeable about the higher education of Negro students either as faculty members or as experts whose competencies were relevant to the task. They included an economic analyst, specialists in counseling and guidance and in motivation and aspiration of students, and specialists in the humanities, natural sciences, social sciences and business administration. A number were faculty members in traditionally Negro colleges. Four special consultants joined the conference for a two-day period to advise on curricular changes and developments in business administration, engineering, health related professions and undergraduate social work. Others in the conference were the conference chairman, the project administrator, and a number of staff members from the Southern Regional Education Board.

The writing is the result of a joint effort. While the members of the conference prepared the material on which this report is based, it should be clearly understood that its acceptance by them does not imply that each writer agrees with each statement. Such unanimity would not be expected or desired. Neither does the report represent any position taken by the project staff. The publication reflects the thinking of the conference group on the subject of curricular changes needed for changing conditions and is offered in the hope that it will prove helpful on many campuses where faculty members are actively concerned about the role of their institutions in expanding opportunity for their students.

We express deepest appreciation for the work of the conference participants, for the cooperation of the administration and staff of Warren Wilson College in providing an ideal setting for a writing conference, and for the support of the Ford Foundation.

James M. Godard, Director
Institute for Higher Educational Opportunity
Southern Regional Education Board

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DEMANDS FOR CURRICULAR CHANGE

In 1967 the Southern Regional Education Board, through its Commission on Higher Educational Opportunity, commended to leaders of the region the goal of equal higher educational opportunity for Negroes in the South. The Commission presented forty recommendations to achieve the goal. The Southern Regional Education Board adopted these recommendations at its 1967 annual meeting. The Southern Governors' Conference endorsed them a few weeks later.

Among them was the recommendation that the Southern Regional Education Board establish a Regional Institute for Higher Educational Opportunity as a visible form of the South's commitment to the goal and as a means of stimulating action. The institute is now in operation. This publication was written to fulfill two recommendations for curricular changes in the traditionally Negro colleges. These changes should be made rapidly in the light of new opportunities now open to qualified Negro college graduates. The two recommendations of the original forty are:

1) That each traditionally Negro institution undertake a comprehensive revision of its curriculum, examining general education and major degree programs, courses of study, and contents of individual courses, with the aim of tailoring programs to student interests, abilities, needs and opportunities.

2) That a summer workshop be held to explore the special needs of Negro students, in terms of both curriculum and services, employing consultants who are trained in all areas related to the problem. This workshop should result in a definitive publication for the use of institutions enrolling significant numbers of Negro students.

Changing conditions have created new opportunities for a substantial segment of our society. In addition, new manpower needs are constantly appearing. It is essential that colleges educate students for these opportunities. Colleges and universities which have traditionally served Negro students have an unprecedented opportunity to contribute to Negro participation in vocations and professions from which their graduates until recently were generally excluded, and to expand and deepen their pre-professional programs leading

to post-baccalaureate training. The normal process of curriculum change is slow. The times call for a marked acceleration which is at the same time wisely and carefully executed.

This publication is, of course, only a first step toward stimulating these curricular changes. The institutions themselves must determine what they want to change and how to do it. The Southern Regional Education Board will continue to encourage curricular change and will provide follow-up services to institutions and to planning commissions and boards.

EMPHASES

To prepare students for equal career opportunity and to increase the number of graduates who can match manpower requirements, two steps need to be taken. The first step requires the review of existing curricula as to their relevancy to and adequacy for manpower needs. Such a review will validate some courses and call for change or deletion of others. The second step requires that new courses and new degree programs be initiated.

The emphasis which this publication places on preparation for new and emerging careers is well-founded. It is based on undisputed predictions about manpower needs and labor trends, and it grasps the urgency of motivating Negro college students to take advantage of the opportunities.

Our paramount concern is the individual student, and we believe that he has the right to make his own career decisions. However, the manpower needs of the nation are critical and should be borne in mind. These needs can be served best when each individual is encouraged to develop to the limit of his potentiality.

We call attention to some curriculum concerns which are not a major part of this project. First, we did not review teacher-training courses in this conference. Teacher-training will be examined in another program.

Second, this publication does not deal at length with the basic general education courses in the liberal arts. This is of major importance and will be studied in its own right in another project. It is necessary, however, to modify the content of many courses in the humanities, social sciences and other fields to include more attention to the Negro in history and his participation in the cultural growth of mankind. The general education program, therefore, will be discussed primarily for its part in preparation for new opportunities and the new demand for Negro studies.

Third, the role of the junior colleges in preparing students for new vocations is part of another program underway. This publication is concerned only with senior college curricula. Junior colleges are mentioned, however, in connection with their growing impact on four-year college curricula.

A final word of caution is appropriate. No one institution could or should provide all of the curricula to train students for contemporary opportunities. We warn against unwise proliferation of majors. Institutions in the same state or nearby states will need to share the responsibility of offering appropriate curricula. Only through such cooperation can the colleges offer the broad spectrum of programs required for equal higher education and new careers for Negro graduates.

SCOPE

In *The Negro and Higher Education in the South,* the SREB Commission on Higher Educational Opportunity considered the future of all 105 Negro institutions in the Southern Region. This document focuses its major attention on only the 75 senior colleges of the total group in the Southern Regional Education Board states —Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

These public and private colleges enrolled 121,071

students during the fall semester of 1967-68. The 44 private colleges comprising almost three-fifths of the institutions enrolled 40,328 students, or about a third of the total; while the public colleges, about two-fifths of the total, enrolled 80,743, or two-thirds of the total.

ORGANIZATION

Each of the three sections of this booklet takes up a special facet of acceleration of curricular change.

The first examines social, economic and cultural changes taking place which can be expected to increase in the foreseeable future and which call for prompt accommodation in the college curriculum. Here, also, is a discussion of the college students' attitudes, outlooks and expectations as they may react to changes in the curriculum.

A second section treats the college curriculum specifically with respect to selected subjects and to the entire program offered. A section on procedures for change follows.

While suggestions to the colleges appear throughout the booklet, a final section calls for action in the Negro colleges and makes specific recommendations for curricula changes and additions.

A SPECIAL NOTE

The same call to action is, of course, extended to many colleges and universities even beyond the South. We believe that higher education institutions seeking to accelerate program change to meet new social and cultural requirements can apply the substance of this booklet to their efforts. We hope that they will.

THE SOCIAL AND ECONOMIC SETTING

Education contributes more to economic growth than any other component affecting the Gross National Product. Recent detailed analyses of influences on change in the GNP emphasize the importance of improving all human resources, but especially education.

The South still is far behind other regions in economic development and level of living, in spite of especially large gains during the past two decades. Correlated with its economic lag is the undeniable fact that, on the average, all education in the South is not commensurate with the quality of education in other regions. The deficiency in income and education is greatest among Negroes, who now compose one-fifth of the total population in the South. In spite of the huge exodus of Negroes from the region in recent decades, over half of all Negroes still live there, and the migration rate has slowed down considerably in recent years.

The South and the nation need not tolerate an underdeveloped society. Americans acknowledge the political necessity and human concern for raising levels of living everywhere in the world, and we contribute tangible assistance for this. Certainly, then, we can intensify our efforts to erase underdevelopment within our own country.

We shall cite a few of the practical reasons for developing the quality and reaching equality of higher education for Negroes in the South.

First is the need to improve the health, welfare and

productivity of the region and, therefore, of the nation. Educated people are better prepared than others to cope with life's demands. Economic and social adjustment, nutrition, health, family life, child-spacing, responsible and responsive citizenship—which surely includes consideration for others while promoting desirable change; all come with quality education.

We are a mobile society; any one group affects others. One-fifth of all households move each year and many of the movers go to other states and regions. Negroes are somewhat less likely than whites to move, but when they do, they tend to move to another region. The South, therefore, retains a disproportionate number of the poorly educated. At the same time, among Negro Southerners who move, most go to the big cities of other regions, taking with them the inadequacies of educational neglect. Even so, those Negroes who move to the North are younger and have more schooling than those they leave behind. The migration pattern, therefore, reduces the educational attainment levels of both the North and the South.

Low educational achievement of the Southern population—white as well as Negro—is correlated with relatively low economic levels of living. Family income is lower in the South than elsewhere, leaving families comparatively less to spend for items beyond the necessities. Close to 30 percent of all Southerners are poor compared with less than 15 percent in other parts of the country. This places the region in a circular situation, with consumption well below the national average, attracting less business which depends on local markets, providing fewer jobs and entrepreneurial opportunity, and, thus, less regional income. The cycle has a centrifugal effect, drawing mainly establishments and branches of industries attracted by the South's relatively low taxes, capital costs and wage levels. Some personnel practices of industry in the Southern milieu have tended to dampen a nevertheless notable rise in income that has sprung from diversification and expansion of Southern industry since World War II. This restrains the level of living from matching that of other regions. It maintains the regional differential and difficulties in raising public or private funds for higher education. Poorly financed institutions pay relatively low salaries. They often attract talented people who are dedicated and committed, but such people are rare. These institutions cannot compete successfully for superior personnel.

Educational deficiencies breed prejudice and discrimination which are known to be costly to the economy. The Council of Economic Advisers has estimated that discrimination costs us billions of dollars every year. The most highly educated tend to hold bigotry in contempt. But these people do not always hold the purse strings or the power in providing support for education. All citizens need to know that improved higher education for Negroes will yield substantially increased productivity and greater total wealth for the Southern and the national economy.

THE CLIMATE FOR CHANGE

Now is the time for change. The nation has completed seven years of uninterrupted economic growth. The GNP in mid-1968 stood at over $800 billion, the highest in history; it was 40 percent above 1961, even allowing for the change in prices. Unemployment rates for both nonwhite and white workers have declined almost without interruption since the 1961 recession. The 1968 (first five months) rate is about half the 1961 rate for both groups. The sharpest drop in unemployment rates—by more than half—is among married men, especially nonwhite married men, who are the largest segment of the Negro labor force.

Likewise, Southern incomes for white and Negro have risen substantially in recent years, although they are lower than elsewhere. The median income of Negro families increased from 50 to 54 percent of the white median during the three-year period 1965 to 1967, according to the U. S. Bureau of the Census. In 1967 the Negro median was about $4,000 and the white was almost $7,500. (In other regions the increases were from higher levels, and by 1967, Negro median family

income was two-thirds of the white in the Northeast; and about three-fourths of the white in the North Central states and the West.)

About one million Negroes and two million whites escaped from poverty in just the one year 1966-67 according to the officially established poverty level of $3,335 for a nonfarm family of four. Yet, a disproportionate number of both the Negro and white poor live in the rural South.

Economic expansion has a yeasty effect; it is accompanied by increased social and political change. The more progress there is, the more we want and expect. Among additional social and economic developments that create the climate for change in Negro college curriculum we emphasize three—rising educational attainment among the young, a surging civil rights movement and social conscience, and expansion in job opportunities for educated Negroes.

Educational Attainment

By 1968, well over half of all young Negroes (25 to 29 years old) had completed four years of high school or more. The change from 1960 has been dramatic; first, because of a huge leap forward (from 36 to 60 percent of the men and from 41 percent to 56 percent of the women), and second, because for the first time the proportion of Negro men with at least a high school diploma is larger than that of Negro women.

The median years of school completed is now the same for young nonwhite men and women (12.2 years)—less than a half-year behind the white median. These figures from the U. S. Bureau of the Census reflect the necessary corollary that, on the average, for the nation as a whole, school enrollment until age 17 has more than overtaken the increasing teenage population, so that, nationally, Negro high school dropouts have declined. We find, in fact, that Negro young men have substantially more years of schooling than their own fathers and more than whites of their fathers' generation.

Among the group between 25 and 34 years of age, those most likely to have completed their formal education, an increasing proportion of Negroes (both men and women) complete four years of college or more. The rise is less dramatic than among those who finished high school, and Negro women are still slightly ahead of the men in the proportion getting a college degree. Nationally, five percent of Negro men under 35 compared to six percent of Negro women had completed at least four years of college by 1967. (The figures for white men and women are 19 percent and 11 percent respectively.)

These figures, which are derived from the U. S. Census Bureau's sample Current Population Survey, are not available for the South separately. U. S. Office of Education figures show that in predominantly Negro colleges, almost all of which are in the South, women outnumber men in both enrollment and graduation through the master's degree level. Excluding teachers' colleges, Negro men in undergraduate and graduate school status were about 45 percent of enrollees in predominantly Negro universities, colleges and professional schools in 1963-64. Men were about 42 percent of those earning a baccalaureate degree and 45 percent of those earning a master's degree. The sex ratio in enrollment scarcely changed between 1963 and 1967.

Thus, Negro men nationally are a substantially larger proportion of all Negroes completing at least four years of college than is true either of enrollment or graduation in predominantly Negro colleges of the South. It appears then that while enrollment in these colleges is expanding, a growing proportion of Negro men are going elsewhere to college, and many who could do not attend college at all.

These facts are critical in evaluating the curriculum of traditionally Negro colleges in the South. If these institutions want to keep pace with sharply rising aspi-

rations and keep at least their proportionate share of total enrollment and of male enrollment, they must seek high school graduates and offer the education which is being sought elsewhere. The times are favorable because many more students are prepared, more aspire to higher education, and they have relatively more money.

Civil Rights and Social Conscience

The increasing momentum of the civil rights movement and of social policy toward eliminating racial inequality are vital in assessing college curriculum in institutions which have a heavy Negro enrollment.

Legislation both reflects and improves the climate for Negro opportunity to go to college and to get a good job after graduation. The National Defense Education Act, the Economic Opportunity Act, the Manpower Development and Training Act and others passed in the 1960's assist students and institutions with financial and other support.

These bread and butter contributions may, in both the short and long run, be less important than the rising confidence and self-value of young Negroes and the fast growing acceptance of the ideal of a nation of equals.

Many public and private agencies are active in disclosing discrimination, or in supporting or enforcing civil rights. While their reports and figures show continuing discrimination in employment and living conditions, tangible improvement is occurring. Civil rights organizations have spurred and reinforced the efforts of public agencies to speed improvement. The older civil rights organizations are introducing new ways to increase the power of the Negro community. The newer and more militant civil rights groups are part of a passionate movement toward building Negro pride and demonstrating the use of collective methods to change policies and institutions.

We must read the meaning of these movements for curricular change and college policy carefully. They can be ignored only at the risk of failure to meet the needs of American Negro youth. The splintering and changing organizations, their contentiousness within, with each other and with the larger society are manifestations of growth and self-determination. These are important signals which point toward ways of building useful, sophisticated and quality curricula.

Also operating to improve Negroes' life chances and self-development are Federal and community programs of human development. During the 1960's especially, the churches have become involved in promoting equality of results as well as equality of opportunity. More people as individuals and in groups have become committed to work for civil rights. The gains in the recent past are too numerous to mention here. One result is a congressional hopper full of bills to improve the condition of minorities, especially the Negro; many of these bills may pass this year. The Supreme Court rulings on open housing and on the personal dignity of the poor on public assistance are further illustrations of the human temper of the times. Business and industry have added their voice, and the most intransigent of labor unions also are backing away from traditional postures of discrimination.

All of this activity creates a positive climate for change. It reflects the receptivity and, in some quarters, eagerness, of persons and institutions to accept Negro college graduates in positions commensurate with their training. It reflects also a constantly improving self-image which makes Negro youth ready to compete on equal terms for good jobs and status.

EXPANDING JOB OPPORTUNITIES

Job opportunities for educated Negro men and women have multiplied in recent years in this favorable climate, and projections indicate faster expansion into the 1980's. In professional occupations employers are not able to find enough qualified persons of any race

to fill the vacancies they have. Many employers are actively promoting equal employment opportunity and seeking Negroes because they need and want them. Others who may be reluctant must, nevertheless, comply with the Civil Rights Acts of 1964 and 1968 and meet the inspection of the Equal Employment Opportunity Commission and the Office of Public Contracts Compliance in the U. S. Department of Labor.

Background

How have the areas of need developed? The lofting of Sputnik in 1957 sparked the National Defense Education Act and an unprecedented growth in requirements for mathematicians, physicists, engineers, biologists, anthropologists and systems analysts. The recent war in Vietnam has intensified the demand, which is bound to be sustained after the war when space exploration is likely to increase.

The many facets of the "New Frontier" and "Great Society" programs are not as readily apparent. Public policy has been shifting toward a union between the social and economic, so that policy planners are concerned, more than ever before, with the needs and goals of society as a means toward improving the economy. In this effort, economists and other behavioral scientists have been called upon to prepare studies, act as consultants and suggest policies that draw upon many disciplines. The study of goals, for instance, underscores the need for more and better education for health services; housing, security, welfare services; regional, metropolitan and city planning and development; and improved community relations. They stress a multiple-discipline attack on poverty and on discrimination and prejudice.

Many of the ideas flowing from such policies are introduced into local, state and federal organizations and into federal legislation (such as recent social security, manpower, education, health, housing, urban development, transportation and related measures). They lead to a proliferation of manpower need now and in the future for virtually every social science and supporting profession. The gap between supply and demand is now so great that plans include increasing specialization with inter-disciplinary approaches, to be aided by technical, subprofessional and paraprofessional staff in many fields. This is particularly the case in the health, education and welfare specialties and in the behavioral sciences, which require the support of systems analysts, mathematical and survey statisticians, clinical psychologists, psychiatrists, doctors, hospital administrators, social workers and lawyers, for example. All of the activities require business services. Expansion in housing and transportation demands architects, engineers, auditors and a host of related professionals.

Regardless of how soon the Vietnam war ends, the nation is already committed to programs designed to meet critical human needs at home. Returning veterans will have the means to attend college under the new G.I. Bill. According to 1962-63 Veterans Administration data, a larger proportion of Negro than white veterans tend to use this privilege. Predominantly Negro colleges will want to be ready for returning servicemen who have learned many skills in the armed forces and whose military experiences include living in an open society.

The Figures

By 1975 professional and managerial workers or businessmen will be about one-fourth of all workers and account for about five million additional jobs. Senior college students aspire to such occupations.

During the 1960's Negroes have made proportionately more rapid entry into the professions than whites, and the pace has accelerated recently. Between 1960 and 1967 Negroes gained over 250,000 jobs in professional and technical occupations, over one-fourth of the total increase they made in all occupations taken together. Expansion into managerial work has been

chiefly among salaried workers rather than in self employment.

In 1967 over half of the Negro women in professional and technical occupations were engaged in elementary and secondary teaching, whereas the men were in a variety of other professions and only 15 percent were in elementary and secondary teaching. Three times as many Negro men as women were in managerial work or business in 1967. Of the over 4,500,000 Negro men working in 1967, almost ten percent were in the professions or allied fields or in business. If they are not teachers below the college level, nonwhite women in professional or in managerial work are most likely to be in the health fields, mostly as technicians and nurses.

With the growing emphasis on the learned professions other than teaching, Negro women are lagging and men show much greater range in choice and opportunity. This is both hopeful and discouraging for curriculum change in traditionally Negro colleges. It is hopeful because it reflects the willingness of Negro men to depart from traditional occupations when opportunities are present. It is discouraging because women now exceed men in the Southern Negro-dominant colleges and yet their occupational choices or perceived opportunities are much too restricted for meeting present and future professional and managerial demands. This is in spite of the fact that the higher the level of education the more likely are women, especially married women, to be in the labor force; at all levels of education Negro women nationally are more likely to be employed than white women.

The facts show, then, that opportunities are present and will accelerate for Negro college graduates, that Negro men will challenge the colleges of their choice to provide them with quality education in a choice of fields and educated Negro women must be encouraged to broaden the range of professions they seek to enter.

STUDENTS

During the college years, students search for self awareness. This is no news, although it is pertinent for educators engaged in curriculum change to remember students want to know who they are, what to value and what to believe in.

Students in college change in important ways. For example, they become more liberal and sophisticated about political, social and religious ideas, more skeptical and tolerant and less ethnocentric than they were. The college years permit exploration and experimentation. They provide a moratorium which allows postponement of the tough, practical maturing process which many non-college contemporaries accomplish earlier. However, the exploration and experimentation college students enjoy enable them to test developing notions about themselves against life as it unfolds in the learning environment.

CAREER DEVELOPMENT

A prime search is for career selection. Although many young people wrestle with ideas about vocation and reach decisions about it before college, many do not until they are required to in the sophomore year when they are asked to declare a major—a decision that is nearly a commitment to the future career.

The student's decision is influenced by many forces, some in the college environment, including faculty members, friends and studies; some outside the col-

lege, like the family, part-time work experiences and manpower needs.

Many students find it extremely difficult to make the decision. Some will be drawn by interesting and appealing persons in occupations that are new to them. Some will see things that need to be done in the world which sound exciting to them but which are far from the traditional occupations they know. Still others will be anxious because they know neither themselves nor the world of work—and in the midst of this turmoil, they will declare a major.

The declaration is likely not to stifle the searching process even for those who made firm decisions before college; on the contrary, the process will go on unabated. While the search may be for a time limited to the chosen field of study, there is no guarantee that it will not reach into allied or disparate disciplines. In fact, the college environment is likely to encourage it. Some students will of course begin to absorb the attributes of professional persons in their field. Many others will change their majors.

Students make a series of decisions. Career selection is a process, not an act. It is continuous. Peers, teachers and parents, the climate of the college, the world outside, all experience and lack of experience affect the student's choice.

College attendance is largely aimed at preparation for a career. Surveys of college students in every region of the country and in all types of schools without exception show that most students regard vocational preparation as their purpose. Parents, too, report that preparation for work is paramount. This is not to say that students and the general public reject the intellectual and social fruits of college, but that they tend to subordinate them to economic outcomes.

College students, even in liberal arts colleges, want to prepare for careers and do so as a matter of course, whether or not the college intervenes in a systematic way. In the Negro college, there are urgent reasons for the college to intervene with help in career choices.

Discriminatory practices in employment and promotion have constricted the occupational choices of Negro students. They have also necessitated a narrow range of curricular offerings. When teaching was the major occupation for college-trained Negroes, no college could afford not to stress teacher training if it were to act responsibly toward its students' needs.

Much has changed since the early 1960's. Many institutions have improved and expanded their curricular offerings. Graduate school enrollment from Negro colleges has increased. Many students have found their ways into jobs previously closed to Negroes. In the preceding section figures are presented on the increase of Negroes in professional jobs, from 1960-1967, over the previous seven years; attesting to the new career achievements of college-educated Negroes. Yet the range of choices young Negroes make is still narrow. Over 50 percent of the students attending these schools are still majoring in education in 1968. Furthermore, the most common job choice of students in the sciences, mathematics, humanities and social sciences is still in education.

Most students in these colleges do not know about job opportunities in different regions of the country. A recent study shows that students in ten colleges considered almost all of 135 jobs easier for a Negro to obtain in the North than in the South. The fact that these occupations included a number of teaching jobs illustrates how many student opinions are based on misinformation; jobs for teachers are relatively easy to get both in the North and South. As job opportunities increase, the students in these colleges must know more about what these opportunities are and where to find them.

This picture of information deficits and limited choice is changing continuously. Nevertheless, we still face a serious task if Negro students are to exercise real choice about their future and reap the benefits of an expanding economy. Of course, the major change will

come from economic developments. But in spite of new job availability, the college has an important role in helping students meet the changes profitably. The traditionally Negro colleges are educating over half the Negro youth in college. They will continue to educate large numbers of Negro students, and must anticipate a formidable job of preparing students to take advantage of economic growth.

Foremost is the need to change curriculum to adapt to new openings for Negro graduates. In addition, we must realize certain needs and characteristics of students and certain social forces which, left unattended, may reduce our effectiveness in curricular innovation. We have more to do than improve and extend the curriculum. We must also work to lessen restrictions acting on the choice process of our students.

CAREER CHOICE

What are some of these constraining forces, apart from curricular restriction itself? Some of them stem from pre-college experiences and attitudes which result in expected roles for men and women and social class constraints for certain students. Women in these colleges, like their counterparts at white schools, aspire to jobs that are, relative to the males' choices, less prestigious and less demanding of ability and competence. Furthermore, the choice is from a narrow range of work, primarily the occupations where educated women prevail in numbers nationally—teaching, social work, nursing and clerical work.

Because the economy needs women in many more fields as well, we face special motivational problems with women. These come from sex-role concepts and child-rearing practices of the whole American culture. Women have been brought up with traditional ideas about what is feminine and appropriate which discourage them from exploring other possibilities.

Aspirations of both the men and women may also be affected by their social class. Young people from lower status families are apt to enter college with somewhat lower aspirations, although they generally change with exposure to new career possibilities. Somewhat more persistent, at least for some students, is a kind of occupational inheritance that comes from growing up in a family with higher social status. Young women from such backgrounds are more likely to choose conventional occupations considered feminine and proper.

Young men from higher status families are more likely to aspire to prestigious work where Negroes have traditionally achieved. Although occupational opportunities for Negroes have burgeoned, young Negroes can miss these opportunities just by following the career routes of their parents. However, the college experience can, and is likely to, change family attitudes which stress the value of conventional paths to success.

Students' hopes are also highly dependent on experience. Expectancies rise or fall with successes and failures. Students perform better when they believe they can, and when they experience success their expectancies grow. Furthermore, certain kinds of experiences, notably social protest, do increase students' sense of social forces and their feeling of personal worth and potency, and thus could lead to stronger, more self-confident response to the new opportunities of the future. We will lose this force if we discourage student drives to social and institutional change.

All of these factors which inhibit aspiration and performance—low expectancies of success, traditional attitudes about appropriate choices for the sexes and attitudes promoting conventional goals—can and often do change with educational and social experience. By the time they are seniors, men become more interested in careers that are non-traditional for Negroes and women are more likely to consider jobs unusual for women. This is more apt to happen in colleges where students and faculty interact often, where the student culture is based on strong intellectual values and where extra-curricular activities and social experiences invite interest in the new and different.

Motivation is a strong force in students' choices, but, let us be clear what we mean by motivation. We see by his behavior when a student is effectively motivated—he persists in difficult situations, he performs well, he strives toward goals he has set, he responds to challenge. However, this kind of behavior does not tell us why some students are highly motivated while others appear apathetic or unmotivated.

Effective motivation results from several factors—a person's desires and aims, his expectancy that his action will lead to what he desires, and the incentive or attractiveness that the goal has for him. The reverse of this is a student who performs poorly. He may feel no strong need or desire to achieve. On the other hand, he may have strong desires to achieve but expect so little success that he exerts little effort—in other words, he doesn't try because he thinks his chances for success are so limited. Finally, he may have strong motives and high hopes of success but find the incentive or reward not worth much effort.

With all these factors in a student's behavior, we can easily arrive at the wrong explanation for why he is not working. We are apt to assume he lacks desire when he appears unmotivated, even though the problem may lie much more in his expectations about success or how attractive is the reward.

A person's motives presumably develop early in life and persist as stable, enduring characteristics. In contrast, expectancies and incentives are tied to the current situation. When the possibilities and rewards of a given situation are changed, the person's expectancies and perception of its attractiveness also change. Therefore, the easiest route to overall motivation change is to heighten students' hopes about their chances for success or to make the incentives more attractive. Teachers and counselors in the college can do these things every day.

Since motivational constraints which come from expectancy or incentive problems are easier to change, we could be quite heartened if these were the only problems we face in motivating students toward new studies and job opportunities. However, it appears that when work aspirations are depressed, the student is more likely to suffer from low expectations about his chances for success than from little desire to achieve. Self-confidence about success and control of success or failure by one's own actions are important determinants of striving and aspiration, particularly for Negro youth. Therefore, we are concerned with ways to motivate students by building on their skills and increasing their self-confidence as we work to diversify and improve curricula.

Students' lack of self-confidence or their feeling that they cannot reach the rewards they want in life are not the only problems we face. Students present many individual problems and needs. Some students are so effectively motivated that all they need to respond with eagerness is information about new opportunities.

Beliefs about discrimination are relevant to the aims of our students. It is healthy rather than damaging to aspiration for students to know how such a force affects the achievements of Negroes in this country. Discrimination is a reality with which they must cope.

Students who are more sophisticated about this reality, and who reject the idea that Negro disadvantage is due to Negro inadequacies, also exhibit the kind of aspirations we are hoping to promote. They are more likely to aspire to non-traditional jobs in new fields. It seems their understanding that social forces, such as prejudice, explain Negro disadvantage goes along with a worldly understanding of how opportunities arise. They are more likely to respond to social and economic developments

COROLLARY TO CURRICULAR CHANGE

Knowledge of how students choose careers and the constraints upon their motivation is vital to curricular innovation. Once the curriculum has been changed,

student participation and achievement cannot be left to happenstance. Each college must find ways to inspire and promote student interest and create conditions in which students can succeed.

The communities from which a college draws its students should be centers to cultivate interest in new careers. A college can assist students and parents by familiarizing the faculties and staffs of feeder schools with new jobs and careers and with preparation offered at college. Also, the college can provide speakers to student and community groups and encourage students and parents to visit the college.

A college should not confine such help to graduating seniors and their parents. Rather, we should invite and interest entire school systems, since children entertain notions about their vocations long before high school graduation.

Traditionally, college orientation has concentrated on welcoming the new student and seeing to it that he becomes familiar with his surroundings—persons, rules, procedures and buildings—and that he conquers homesickness in short order. It seems more relevant to his matriculation to introduce the newcomer to his new life of scholarship, exploration, experimentation and testing, wider horizons and higher aspirations. The freshman is enthusiastic, open to new experience and receptive to fresh ideas.

We are prescribing an orientation that should extend far into the year. Introduction to college could begin in the summer and last a semester or more. Colleges could bring prospective students to the campus in small groups in the summer, and have them read materials about our changing times and new jobs which they could discuss during the academic year.

Orientation should convey the notion that freshmen are expected to change in constructive ways, and that the college program is directed to that end.

In class, teachers can exercise strong influence on student motivation through their own expectations of what students can do. Since students' expectancies about success are vital factors in their aspirations, the teacher's appraisal of them and behavior toward them can increase or diminish their motivation. This is demonstrated through what has come to be known as the "Rosenthal effect." Rosenthal shows in a set of studies that when teachers were told that certain students picked at random were expected to make unusual intellectual gains, the students did gain far beyond the students who were not identified as "spurters." Although it is not clear how teacher expectations were communicated to students to evoke superior performance, it is clear they were highly potent.

It follows that teachers should examine their attitudes about the potential of students they teach if they are to inspire students to do their best. Teachers would do well to ask if we really believe that most of the students can learn what we are teaching, or do we enter a classroom convinced that many of the students don't have what it takes? Are we secure enough to question our methods instead of attributing learning difficulties to student deficiencies? Until we can teach with the conviction that students can learn and expend our energies on finding successful ways to teach, we will probably convey low expectations which will discourage and damage students. Although none of us is above disappointment in our failures and the tendency to blame students, it is urgent to search our own attitudes toward students because our expectations are so influential in student motivation.

It is also our job to create situations in which students do succeed and to let them know they are doing well. This calls for tasks on which more students can do well, particularly at the beginning of a course; using grades to reward growth as well as absolute level of performance; distributing high grades and honors to reward and encourage more than a "talented tenth" of our students.

These ideas are built into programmed learning materials based on the operant conditioning principles of

B. F. Skinner. Course content is programmed to break learning into several steps and to reward the student with the right answer at each step before he can move onto the next, thereby moving him successfully through progressive aspects of the task. The value of this method lies both in reducing the learning task into several steps which have cumulative meaning and in constant reinforcement. The student cannot be rewarded for wrong answers. Instead he frequently (indeed, every time he is allowed to move to the next step) is rewarded for right answers. Although everyone learns at different rates, everyone is rewarded for learning. College teachers have given far too little attention to this type of teaching technique to motivate and obtain performance from students who suffer from low self-confidence and expectancy.

Teachers should also look closely at the types of rewards and incentives they offer to evoke good performance. Threat of failure, humiliation, embarrassment or disapproval can produce conformity to expected standards and even high achievement. But, these effects are likely to be quite short-lived, limited to that classroom situation, and therefore unlikely to result in deep, personal convictions about either the importance or possibility of achievement in other situations.

In contrast, rewards—offering the possibility of success, noting the ways in which the student does perform well, approving his efforts—are much more apt to produce these desirable effects. This happens because positive rewards for genuine successes will increase the student's self-confidence, and, through that, his overall motivation. They also inspire positive feelings about the instructor which make him a person the student would like to emulate. This opens up many other ways the teacher can motivate the student which are likely to have long-lasting effects. Since there is no question that rewards yield more persistent and deeper effects, we strongly urge teachers to examine their own attitudes and practices in the use of rewards.

Developing self-confidence is not the only concern of a teacher nor the only need of students.

Many students are not sure of what they like to do. They need to find out what it is they enjoy and among these activities, what they can do well. Therefore, teachers must encourage inherent satisfactions that come from learning. We do not want to leave students with the impression that "making it," "being successful" or "learning they can accomplish their goals by their own actions" are the only issues in their lives. In this emphasis on expectancy, we do not mean to minimize the importance of intrinsic gratifications in exciting course content that offers truth, variety, complexity and challenge.

In addition to these techniques teachers may use in the classroom, faculty-student contact beyond the classroom should be encouraged.

We suggest that faculty members and students pursue ideas beyond the classroom through visits to faculty homes, sharing of meals, student-faculty discussions and other social gatherings. Faculty members and students who do think and talk together outside the classroom are likely also to discuss students' plans for the future. This too should be encouraged.

Colleges also need an overlap of classroom and residential groups of students. When the members of a class share the same living arrangements it is likely they will discuss ideas advanced in the classroom and establish a dynamic flow from teacher through some students to other students.

It is not new for faculty members to counsel their students. Indeed, it is a responsibility which has always characterized master teachers. The teacher ought to be the authority on his campus about career opportunities in his discipline. He is an example of achievement in his discipline, and his status guarantees him influence in the life of students.

The faculty member ought to understand the nature of career development during the college years as described above. This knowledge assures him that some students will require only information and will

ask what kinds of careers are available in this field, how do we prepare for them, what are the graduate or professional schools, where are the jobs?

Some students who request only information may also need assistance in looking at the self-understanding they are developing. The student who is vacillating may especially need this. If, because of limitations of time and competence, the teacher prefers not to enter into an extended counseling relationship, he should refer the student to a professional counselor.

This information-giving function suggests a one-to-one relationship with students. However, other techniques, like sponsoring academic clubs, taking students to professional meetings and allowing them to collaborate in research should be encouraged.

CAREER COUNSELING

Career counseling in the college is to assist students who need help in making decisions about work. They may seek it voluntarily or be referred to counselors by faculty and staff.

The counselor must be forthright in conveying that the Negro college graduate must be competent to secure and hold positions that have previously been closed to him. Being realistic, he can warn the prospective graduate that although discriminatory policies of employment and promotion are not nearly as prevalent as they once were, they still account for some of the difficulties Negroes face in the world of work. Armed with this knowledge, the student may be more resolute in his preparation to take advantage of new opportunities. Knowledge of the limits of one's personal control tends to strengthen one's confidence in attempting the new and unknown.

Counselors should also realize special counseling needs of offspring of the Negro middle class. They may be victims of what Borow refers to as occupational inheritance. The attitudes cultivated in their homes have conveyed the expectation that they will enter traditional occupations. Where such class-induced propensities are evident, the counselor should show students and their parents new opportunities.

Women students need help in raising aspirations. It is likely that learning about other Negro women graduates whose careers depart from the old mold will lift their expectations. Their contacts with women successful in new fields will reveal ways in which such individuals have managed their own lives: some have become career women and others have combined career and homemaking.

Our intention here is not to discourage college-educated women from becoming homemakers only. It is to encourage women to try new life styles which tradition has withheld from them.

It is fruitful for counselors to work with students in groups. Many of the concerns that a young Negro is apt to feel about new careers and worksettings are no doubt shared by his fellows. We often hear the questions: "Do they (meaning large corporations, for example) really want me?" "Could I be promoted to a supervisory position with a staff of white workers?" "What will be the reaction of my white colleagues to my employment?" "Are they (meaning white employers) lowering standards to hire me, or will I be hired because I'm the best man for the job?" "What will be the reaction of my parents to my considering employment in a white establishment?" Or again: "What are the employment prospects in this new career?" "What assurance do I have that the anticipated expansion will occur, or that I have the required preparation?" Such doubts can create anxieties which extinguish early plans to enter a new curriculum specialty or to join a corporation. A counselor who is good at group work can help these students explore and share their concerns together. They can gain more accurate information and improved perceptions of themselves and "what it will be like."

The placement office has a critical role to play in a

college where curricular revision has occurred because graduates need help in finding employment. Some need strong encouragement to venture great distances from home or to accept jobs in new work settings. The work suggested to undergraduates can provide exploratory and pre-professional experience. We can heighten the expectancies of all students by bringing to the campus Negroes who have pioneered in entering new fields or working with employers who have recently broadened their hiring practices to include Negroes.

The level of expectancy that we have advocated for the classrooms should pervade the entire institution. It will not be enough for teachers to raise their expectations of students. Administrators and staff have contacts with students in the daily operation of the college which can quickly extend the notion that students can and must succeed even in new and unexplored careers. Few students can resist a concerted amount of confidence in them from the whole institution.

New programs will not necessarily succeed just because they are based on curricular innovation. Knowledge about vocational behavior and motivation and aspiration of students is important to the success of educational programs. Colleges should be aware of these factors so that the students, for whom the programs have been designed, will reap the benefits.

CURRICULUM AND NEW OPPORTUNITY

New careers now open to young Negroes and ways to adapt college curricula to educate students for these opportunities are discussed in this section. We examine subjects and instruction in the humanities, natural sciences, social sciences, business and other fields of preparation and recommend curricular changes in these disciplines.

Membership in regional accrediting associations and accreditation by appropriate professional agencies are marks of quality of the institutions. All existing programs the colleges offer which are accreditable by national professional organizations and all new ones should seek this accreditation as quickly as possible. All graduates ought to have an education recognized and equal to that of other graduates. Colleges with programs not recognized by professional organizations cannot compete for good faculty.

In the discussions of curricular change which follow, each discipline recommends strongly that a good general education is the most important equipment for coping with life and finding a good job. We trust that the faculty of every Negro college will thoroughly examine this question as an integral part of their organized action on curriculum change.

Curricula of Negro colleges should recognize the growing strength and expansion in numbers of public community and junior colleges. Many states in the SREB region now are in the process of developing statewide community and junior college systems. Some, like Florida, Georgia, Texas, Maryland and Mississippi, have been operating junior colleges for 25 years or more. Alabama, Kentucky, North Carolina, Tennessee and Virginia started developing their public community or junior college systems more recently. Still others, like Arkansas and Oklahoma, are just now establishing two-year college systems.

Their purpose is to provide a wide range of education for all high school graduates who can profit from the programs offered. Typically their curricula include college or university transfer courses (liberal arts and

pre-professional) as well as general education and often vocational and technical courses.

In most states of the South, as in most states of the nation, many persons will enter community or junior colleges after leaving high school. So we advise traditionally Negro colleges to work closely with community and junior colleges to assess how the baccalaureate programs can relate to programs of community and junior colleges.

Among the desirable changes in college curricula, we stress inter-disciplinary and inter-faculty work. We also recommend regional and inter-regional, inter-institutional consortia which can produce better education with economies in the use of faculty, space and money. This means more team teaching, independent study with tutorial reinforcement and arrangements to pool teachers, courses and funds.

HUMANITIES

Humanistic study appears in all disciplines whenever a student pushes his inquiry to the basic questions of relevance, meaning, necessary consequence, or ultimate purpose. Chemists are humanists as they search out answers to such puzzles in their scientific data or in the logic it may impose. Economists become humanists the instant they leave the purity of the economic theory and practice to consider philosophic matters. It is a mistake to anoint a set of disciplines as the humanities in any exclusive sense. And it becomes doubly erroneous if the fault of denying humanistic content to physics say, is compounded by allowing no scientific or behavioral content to literature.

The humanistic studies are, in fact, only those in which problems of truth, beauty and purpose seem most immediate—and at sometime in anyone's experience none of the traditional humanistic group will fit as appropriately under the name as another study usually assigned elsewhere.

As comfortable as we can be with this understanding, we name literature in English, foreign language study, philosophy, religion, speech, creative writing, theater, music, the plastic and graphic arts, and the dance as collegiate studies to be called the humanities.

Under these broad classifications we subsume such related endeavors as choreography, dialectology, linguistics and all the specific languages with their problems of grammar, syntax and literature. Literature by and about Negroes fits in this classification, of course.

In addition to the instruction appropriate to a major in these disciplines, faculty employing the methods of the humanist furnish general education. Some of these are scientists and social scientists, but their stance before their disciplines shifts to that of the humanistic scholar as they explicate the relevance, meaning, consequence and purpose of their own work. To this work of the humanist in us all, we turn first.

THE COMMON BOND

A new day demands a new approach in general education as it does in the separate disciplines. At this time the nation has another opportunity to devise and implement an appropriate collegiate curriculum for Negro Americans. Their special requirements have not been matched with the unique treatment they demand. Perhaps, in the latter years of the 20th century, colleges and universities will be able to assist in unleashing the great powers latent in the minds, hearts and talents of Negro Americans. There follows a suggestion aimed hopefully in that direction. The suggestion rests on three principles.

First, general education attempts to assist the student to link his factual information to his experience and to theories that have been advanced to explain those facts. This process of relating materials necessarily follows the collection of data. Alfred North Whitehead speaks of the collecting period as a period of analysis, and of the relating period as a period of synthesis. General education theorists have never denied this principle. The difficulty has arisen as faculties have wrestled with timing. No one seems certain that freshmen are ready to synthesize; it may be true that most freshmen are still in an age appropriate to analysis.

The failure of general education programs limited to the first years of a college program may indicate that the first two years are too early for synthesis. Whether the high school preparation, the level of maturation, the lack of communication between high school and college faculties, or whatever else be the cause, students do not appear to reap the benefits so bravely predicted for them. Perhaps, therefore, general education should be chiefly in the junior and senior years, after the student has collected the basic knowledge of his field and has become curious about its relationship to other data. Of course, faculty will be alert for the freshmen and sophomores who are ready and eager to begin reflection on what they have learned, and therefore are suited to general education courses.

Second, synthesis is an individual ordering and will be achieved only as the student perceives a need for it. Of course, in the final analysis, collection of data is an individual process, too. But faculty members have been generally able to count on the amorphous motivations of the public will to prod students into the simpler task of analysis. Synthesizing data, though, is an exhausting, frightening process of the deliberate effort to grow as a human being. It can be faced usually only when the personality is ready.

We suggest, therefore, that colleges consider offering general education in the latter years of the college course, and that senior members of the faculty handle it in seminar fashion, leading each student to his own effort at synthesis through an original investigation. There should be at least three such investigations, one each in humanities, social sciences, mathematics and natural sciences.

For example, a biologist might lead such a seminar in the implications for individuals and society arising from the deciphering of the genetic code. A political science person might lead another general education seminar concerning the impact of automation on government. In the same semester, a humanist might direct a group of seniors and juniors in the exploration of the conflict between freedom and authority. In another year, all these topics might change as might all the leaders. General education would in this fashion become more flexible than it has been customarily.

Third, valid synthesis is open-ended in the Hegelian sense that it always offers itself both as end of one

process and beginning of another. Too many general education courses, or specific courses for that matter, have been offered to students on the compilation and final judgment of the materials viewed in a semester or term. Nothing is yet proved final, not even a full professor's best lecture. Certainly there is no finality in our understanding of western civilization or of light waves—or particles, or of the essential meaning of a simple song such as *We Shall Overcome*. We suggest, therefore, that every seminar encouraging synthesis as its general education function, encourage equally the acceptance of all achieved syntheses as data for still further synthesis.

Patterns for such an approach to general education could be derived from the strengths and inclinations of particular faculties. They will be many, and flexible within institutions and within different years on the same campus. They should afford opportunities to start with the student where he is, introduce him to the styles of the scientist, social scientist and humanist, help him solve a problem of his choice and concern and spur him toward a continuing education.

THE NATURE OF THE HUMANITIES

It is apparent that changes and new directions are needed in the teaching of the humanities. The rationale for change is based on four assumptions of the nature of the humanities and the nature of the subject matter to be taught in humanities curricula.

The first assumption is that the humanities are an instrument of social change. Admittedly, such an assumption seemingly refutes the "eternal verities" concept which holds that there are certain immutable and timeless truths for all men everywhere and these are the special province of the humanities. We hold that there are timeless truths; but, under the pressure of dynamic social change, these truths undergo subtle but significant changes, giving man's self-image new nuances and imposing new limitations on his moral options and alternatives. For instance, there are fewer opportunities for a man living in the twentieth century to act heroically; indeed, in many instances, there are none. On the other hand, during the Renaissance anti-heroism was not the ideal, and the individual as potential hero loomed large in the values of the times.

The special concern of the humanities is the individual —his hopes, his aspirations, his dreams, his failures, his hatreds, his loves—and the impact of social change is, in the final analysis, on the individual. The humanities should help the individual to respond and react to change and develop values which will enable him to induce needed change in our society and culture.

The second assumption underlying our rationale for change is that these curricula should deal in the main with contemporary issues and subjects. We advocate a continuing concern with the lessons and examples of history, but we also believe that humanities courses can be made more functional and interesting if they focus on present needs and problems. Humanities assignments should stay abreast of present problems and literally ride the crest of the waves of social change. They should reflect an alert concern for the relevant and the pertinent. Whereas at one time assignments were to read *Hamlet, Macbeth* or *Antigone* to explore the causes and consequences of regicide, today, because kings are no longer important, the assignment might focus on assassination and include William Manchester's *Death of a President* and other writings which examine the assassination syndrome currently vexing our democratic society. We do not propose to abandon the timeless truths of the Greeks, Shakespeare and other classical giants, but to include and emphasize concerns of our time. A further argument for humanities curricula with a contemporary relevancy is that the anti-heroic man of the mid-twentieth century finds his best self-image in the anti-heroic literature of the mid-twentieth century. Humanities curricula should be concerned with man as he is today, and the syllabi in the various major areas should reflect this concern.

The third assumption is that the study of the humani-

ties can prepare students for specific careers. It is no longer tenable nor defensible to consider study in the humanities an esoteric embellishment, for there are many new and emerging vocational outlets for humanities majors. Majors in literature, for instance, can find jobs in government, business, journalism and publishing. Specifically, the literature major is employable in many areas of government service including public information service areas in many departments and bureaus, in the foreign service and in the United States Information Service.

The student majoring in literature can often find jobs in business. There is work in sales, both retail and wholesale. He is welcome in the insurance business, either in selling, in the executive management or in insurance advertising. As a matter of fact, all areas of business are in search of cultivated persons with scope and background in the humanities to fill positions as executives. Humanities majors can even find positions in computer programming and systems management.

Opportunities in publishing are numerous. Literature majors can find employment in sales, promotions, editing or in some phase of the rapidly expanding textbook and paperbook industry. Moreover, the plethora of weekly magazines and periodicals of every variety mount. They have many openings for applicants with writing skill and humanistic breadth.

The world of newspaper journalism also beckons. Daily newspapers are hungry for humanities majors as reporters, arts and science experts and copy editors.

The largest and most lucrative field for the literature major is advertising. In this industry, majors in literature can find jobs from copywriter to consumer research analyst and eventually become an account executive. The special attention currently concentrated on the Negro market gives the Negro job applicant a special option in advertising.

Foreign language majors can find positions in any areas demanding business or diplomatic communication with speakers of a different language. Because of the international spread of American business and government, speakers of foreign languages have many employment opportunities. As one would surmise, a big and significant employer of multilingual persons is the United States Information Service.

Television and radio offer employment for drama and speech majors as well as for literature majors. As a matter of fact, humanities majors, as will be shown below, can gain career preparation here by serving internships with local radio and television companies. Employment opportunities for humanities majors abound in this area.

Interestingly enough, art majors, specializing in design techniques, can also find jobs in television. The design business goes far beyond television in its reach, however. Art and design majors can find employment in architectural design, clothing design, theatrical design, industrial plant design.

There is even a prominent place for designers in the newly emerging area of urban affairs. As for the art major or specialist, there are jobs open in museums on federal, local, or state levels or in art galleries, particularly in big cities.

Employment opportunities for religion and philosophy majors are not as numerous or as obvious as those for other humanities majors. A growing field, however, is the so-called "welfare industry" with its many philanthropic organizations and church and social agencies as employers. Philosophy majors also have the humanistic base qualifying them for good positions in the U.S. State Department, the foreign service and executive management of industry.

The fourth and final assumption is that the study of the humanities can be worldwide in scope and emphasis. It is not enough to argue that non-western materials should be included along with western materials. We insist that there is a desperate need to conquer cultural illiteracy and cultural chauvinism by studying

the literature, art and thought of Africa, India, Latin America and the Caribbean. Similarly, there is an imperative need to explore and know the causes and consequences of the black experience throughout the world. We hold that this is vital because the peace of the world may very well hang upon our knowledge about other cultures and other people. We also believe that the black student, for better self acceptance and for a better self image, must know his culture and his "soul roots." We also think students must be knowledgeable about the black dialect—its phonology and its morphology and its lexical links with other dialects —so that we can evaluate what is happening to the child who speaks a black dialect and is being taught by a white teacher in an integrated school who cannot understand what he says.

NEW DIRECTIONS

On the basis of these four assumptions we submit herewith nine recommendations for new directions and programs in the teaching of the humanities.

First, we recommend that modern foreign language courses include sequences in one or more of the current critical languages. Among these might be Portuguese language and literature, Russian language and literature, or one of the Asian or African languages. The teaching in foreign languages should be sufficiently rigorous and exacting so that each graduate of each foreign language major program be able to speak and converse in that language and be acquainted with the literature and culture of the people who speak that language.

Our second recommendation is that we use interdisciplinary team teaching extensively in the humanities curricula. Literature and modes of cultural expression are by no means isolated phenomena; they are part of the "warp and woof" of human experience at any given moment in human history. For this reason, modern literature is inextricably involved with psychology, biology, physics, political trends and developments. To teach William Golding's *Lord of the Flies,* therefore, might call for a team composed of a literature teacher and, possibly, a sociology teacher or political science teacher. Similarly, to teach any C. P. Snow novel concerned with the impact of scientific knowledge on society would require the help of a teacher of physics or of a teacher of biology or both. Literature teachers also need help from other disciplines in teaching Faulkner or Joyce or Camus or Kafka. In thought involving existentialism, a team of a philosophy, a religion and a literature teacher should be used.

And a psychologist might help in analyzing thought patterns in stream-of-consciousness literature. He might help a literature teacher assess the validity of Bloom's thought patterns in Joyce's *Ulysses* or the authenticity of Benjy's idiocy in Faulkner's *Sound and Fury.* Black fiction by James Baldwin and Ralph Ellison and Richard Wright, and many other newly emerging writers, similarly demands team teaching. Sociologists and psychologists and anthropologists should team up with the literature teacher in discussing these works which reflect on the black experience and help determine to what extent these authors really do "tell it like it is."

Our third recommendation is that college administrators promote interinstitutional cooperation in establishing programs in the creative arts. Here we have in mind two or more institutions cooperating to form a symphony orchestra or arrange an art show or establish a repertory theater. If one institution attempted something like this by itself, the cost would be prohibitive. Two institutions in fairly close proximity to each other could together organize an orchestra or a theater.

Our fourth and fifth recommendations can be presented together since they are related by motive and intent. Our motive in presenting these recommendations is to assure that all students can derive as much growth and deep experience in humanities courses as possible. We would recommend, therefore, that enrollment in these courses not be limited and restricted and prescribed by prerequisites and requirements.

We favor moreover the full operation of the "free college" principle which permits students to establish non-credit courses in their own areas of choice. As one writer stated, "These courses transcend the logic of any particular subject," and focus on problems as students see these problems. Courses in the "free university" pattern might be entitled "Drugs and the Generation Gap," "Folk Singing and Race" and "Pacification Policies in Vietnam."

We further recommend that the four-year curriculum concept be discarded and thus free the student of the notion that he has only a prescribed length of time in which to get the learning and information which he thinks he needs. We anticipate, in making such a recommendation, that it will be difficult to get a consensus about this from talent-hungry industries and social institutions needing new blood and new personnel. But we hold that the students should be given as long as they need to learn about themselves and the society where they will eventually live and work. A man's search for truth about himself and his culture never ends; and, in that sense, the study of the humanities never ends. Certainly, in the beginning it might take longer than four years just to prepare oneself to take a precarious first step. And certainly, too, the world is not nearly as simple and uncomplicated as it was when the four-year curriculum concept was born.

Our sixth recommendation is that institutions employ an author, writer, painter or poet in residence whenever funds permit. Such a specialist can help give a realistic dimension to study in the performing arts, and a good writer of fiction would be an excellent person to employ to recognize, encourage and train talented youngsters and for consulting purposes in a creative writing laboratory.

Seventh of our recommendations is that students majoring in any one of the humanities be permitted and helped to enroll in a humanities internship for credit in the performing arts. Such internships could be served in local orchestras, local drama groups, television and radio industries. This, we feel, is one of the best ways to give the student career preparation.

Similarly—and this is our eighth recommendation—we recommend that full curricular use be made of lyceum programs, films, and appropriate audio-visual materials. So often lyceum programs are organized with no reference to curricular planning; our recommendation implies that such programs be arranged as humanities curricular needs indicate.

Finally, we recommend the full use of the audio-lingual method of teaching foreign languages and the establishment of creative writing laboratories where students may write independently.

OBSTACLES TO CHANGE

There are some easily identified difficulties blocking the way of such a curriculum in the humanities as is presented here. Some of them are well-known and apply to all faculties of a college. There is a dearth of well-trained and imaginative teachers. Even the best of us feel alarm at change and risk and tend to turn again to the ills we know. Institutions develop early an inertia very difficult to sway to a new direction. There is never enough money to do everything and there never was.

In our time, the humanities suffer some special handicaps. Rooted perhaps in Puritanism, but surely reinforced by pragmatism and the frontier experience, the folk acceptance in America is that the humanistic studies are peripheral to life. Art and philosophy may decorate our existence, but they do not seriously affect it. The "real" world escapes from itself into some pleasant moments at the theater, or half-embarrassed moments at the symphony or ballet, but returns to the commanding actualities of profit and loss, political power plays and the inexorable laws of nature. We like to say, "The pen is mightier than the sword," but we do not believe it in 1968.

The so-called adult world is shocked at and repelled

by the powerful incursions modern drama, music and poetry make into their framework. Young people are likewise surprised by the impact, and inclined to judge what they see and hear as original and distinct from the tradition that produced it. The old read or hear about new formulations in philosophy and theology and respond as if daemoniac forces were free in the land for the first time. The young are confirmed in their error, because in their naïveté they also accept the fresh and startling as original.

The humanistic tradition can save men from the excesses to which they rush when they ignore previous history and experimentation. To do so in our time, however, the tradition must be accorded its worth again. It is not, and its separate disciplines are not, esoteric, restricted and non-vocational. On the contrary, it and they are as open, unlimited and as relevant to the workaday world as any other of man's studies. To hold humane studies as somehow precious, above risking to man's daily agony and triumph, is to degrade them into children's playthings, and to deprive man of his most personal scholarly instruments as he goes about solving his problems.

Another handicap to curriculum revision in the humanities is closely related to this first one. Having failed to deny and correct the erroneous estimate of their work, humanists have sometimes made a virtue of their plight and have retreated to an art-for-art's-sake or philosophy-for-fun position. Such stances have only added to the alienation of the humanities from society. Moreover, they tend to unfit such humanists for their important task of criticism, and to lead them into the very excesses sound criticism would inhibit.

Still a third special obstacle to curriculum revision in this field stems from the nature of inquiry carried on. The twentieth century has seen team work endorsed as a method in the sciences and mathematics, and in the social sciences. Much less so has the team approach been accepted in the humane disciplines. The performing arts permit joint approaches to an extent, though we hear a good deal of the conflicts there between the musicians, writers and dancers. Critics work alone; and when they turn to teaching and scholarship they teach and investigate, for the most part, alone. In the effort to revise curricula to capitalize on the values of the humane studies, scholars in the field may have a lesson to learn from their colleagues in the other disciplines about working together.

NATURAL SCIENCES AND MATHEMATICS

Research and development in the natural sciences and mathematics during the last ten or fifteen years have made a tremendous impact upon society. We have seen the exploration of outer space, the journey to the bottom of the sea, the unraveling of the genetic code, the transplant of the human heart from one organism to another. We have color television, "mind machines," the "pill" and other phenomena which 20 years ago were a part of science fiction. Such revelations and achievements in science and mathematics are expanding and the demands for professional persons will continue to mount.

Universities are not supplying enough specialists such as physicians, dentists and research people. Neither are the colleges supplying the demands for baccalaureate persons as assistants to the "managers of doers." Especially is this true of the Negro colleges, which have been and for the most part still are, teacher-training institutions. With modification and expansion of existing curricula, students can have a wider choice in selection of careers from the great variety of new opportunities now available to young Negroes.

These opportunities lie in mathematics, physical science, biological science, earth science, space science and other fields.

We will discuss changes, new curricula and new careers in four sciences—chemistry, physics, biology and mathematics. What we say about these will, for the most part, apply to other sciences.

Chemistry. We have chosen three categories to show how developments in recent years have revolutionized the practice of chemistry. These categories are chemical instrumentation, including systems for analysis and monitoring systems, structure determination and synthesis, and theoretical chemistry.

Modern chemistry as practiced in industry and taught in schools has become extremely sophisticated in the mathematical proficiency essential to understanding and practice. Indeed, much of what would a decade or so ago have been considered physics is now in the domain of chemistry. Many of the classical techniques of solution chemistry have been replaced by modern instrumental techniques. New instruments are generally equipped with recording devices which provide automatic and instantaneous experimental data. These devices plot in minutes data which formerly required hours and sometimes days. These "chemical instruments" feed experimental results directly into computers which are programmed to make calculations in seconds. Thus, the analytical chemist may have almost instantaneous results from his experiments. He does, indeed, devise monitoring systems which automatically withdraw, analyze, and record data on samples taken from continuous reactions. These monitoring systems adjust the quantities of components in the reacting systems on the basis of results of analyses which are made intermittently. Such operations often proceed continuously for days and can be designed to shut themselves off.

In structure determination, a fundamental aspect of chemistry, revolutionary instrumental techniques and modifications and extensions of some of the older techniques have made possible discoveries and advances which were unattainable two decades ago. One of the most dramatic has been the elucidation of the "double-helix" structure of DNA. Instruments which provide structural data with precision heretofore impossible have been of great assistance in determining the structure and complete artificial synthesis of many important and complicated natural products. Such an accomplishment through team effort and elaborate

use of modern devices for structural determination is synthesis of chlorophyll and other natural products by the Nobel Prize Winner Robert Woodard of Harvard University and a research team.

Developments in theoretical chemistry have been no less dramatic. Theoretical studies in quantum wave mechanics, matrix mechanics, applied group theory, molecular orbital theory, Ligand Field Theory, statistical mechanics and thermodynamics, spectroscopy and solid state chemistry have shed light on problems in synthesis, properties of unknown molecules and the steric course of organic reactions. Problems once in the classical domain of structure determination and the correlation of structure with properties, are now prime subjects for studies in theoretical chemistry.

If the colleges with which we are concerned, or any colleges for that matter, are to develop young people competent in such a field, we must be certain that these trends in chemistry and other sciences are recognized in our curricula, equipment and facilities, in preparation of our faculties and in education of our students before college chemistry or physics.

There is great need for more preparation in mathematics and physics for the student aspiring to major in chemistry, especially if he plans to do graduate work in a good university. Undergraduate physical chemistry courses should be broader and taught with the language of mathematics as presented in the more rigorous modern textbooks.

The courses in analytical chemistry might well be revised into courses in the theory and practice of analytical instrumental analysis. Such work could better be taught after a first course in physical chemistry. This first course in elementary physical chemistry should be a sophomore course to be followed by analytical chemistry and intermediate physical chemistry. We need at least one course dealing with the use of modern instruments in the study of molecular structure to include both theory and laboratory work.

Traditional courses in elementary organic chemistry are being revised to make repeated use and interpretation of modern spectroscopic data in the elucidation of molecular structures. We recommended that the laboratory be equipped with modern devices for monitoring synthetic products. These devices should include ultraviolet - visible spectrophotometers, infrared spectrophotometers, refractometers, vapor-phase chromatographs, and if possible, Raman spectrometers and a nuclear magnetic resonance machine.

We need a strong course for advanced undergraduates in physical biochemistry or chemical biophysics, with laboratory work involving instruments used for research in medicine and biology. Departments of chemistry, biology or physics can offer such a course. It might be taught profitably with a team of faculty members from these several departments.

There should be at least one course in introductory quantum mechanics among the advanced undergraduate courses. This is now the fundamental language of the physical sciences, and the undergraduate should learn it early and thoroughly.

We recommend at least one graduate-level course in an undergraduate major, for example, advanced organic chemistry or advanced inorganic chemistry.

Physics. Essentially what has been said of chemistry can also be said of physics. Indeed, the similarities within these fields now outnumber by far the differences. The elaborate mathematical preparation necessary in undergraduate study; the importance of instrumental techniques, automatic recording and computerized treatment of data; the increased resolving power of the modern optical instruments; the greater depth at which new probing devices extract experimental data on structure determinations; techniques and devices for obtaining data over the total range of temperatures—all these are parts of the new approach in physics. Elaborate devices and techniques of applied mathematics are equally important in physics. Indeed, many of these highly mathematical approaches

have been developed by physicists and borrowed by the chemists and biologists.

Nuclear physics is even more advanced in mathematical treatment and in elaborate equipment used in investigations for the most part graduate level.

There is a great demand for young physicists with bachelor's degrees to work in research in government and industry. The faculty should study carefully the curriculum to determine the adjustments necessary to qualify these young people for new jobs.

Mathematics. In the undergraduate college we can divide mathematics into pure and applied.

Pure mathematics is a realm of highly abstract systems of logic. Actually, symbolic logic, philosophy and pure mathematics are much the same. There is very little classical "problem solving" to obtain "answers." One is occupied with rigorous proofs of theorems and with developing new systems of logic or extending the old ones to generate new theorems. Some regard this field as the elite province of creative thinking. Mathematicians develop models and logical systems that are often adopted and used by physicists, chemists and biologists to describe natural phenomena and to solve problems which they create for themselves.

Unless the graduating senior is accustomed to this attitude or "mind-set" for abstractions, however able he may be, he is hardly equipped to survive in a department of graduate mathematics in a leading university.

There is also mathematics used as a tool or language for "problem solving" so often avoided by students. Mathematical language is used in statistics, numerical analyses, computer science, quantum mechanics, astronomy and theoretical physics.

An occasional scholar will operate as both pure and applied mathematician, but this is infrequent.

We wish to stress the point that mathematics is a language, so that the mathematics department, like the English department, actually has two responsibilities. One is to develop students who enter the graduate school and become mathematicians; the other is to teach mathematics as a tool for those who will become physicists, chemists, biologists and other natural scientists. It is well to remember that mathematics is nearly indispensable in economics, sociology, business administration and other studies.

Here again, the obvious difficulty in both uses of mathematics may come from the poor academic background of the entering student.

To develop "pure math" majors, we suggest summer studies for selected students where they would read advanced texts and mathematical journals on special theorems. From these exercises they would present the proofs as regular assignments. They should develop and present simple proofs of their own and progress to more complicated ones. These exercises should lead to research problems in mathematics requiring a sequence of proofs.

We do not intend to imply that they should not do similar work in seminar during the school year. Since during school the burden of course work leaves insufficient time for such exercises, we urge entire summer periods when the fledgling mathematicians can devote full time to cultivation of their talent for the creative aspects of mathematics.

The difficulties in recruiting or developing well qualified entering students and of attracting able faculty personnel apply equally in mathematics.

Biological Sciences. Biological sciences for some time have moved away from the purely descriptive and phylogenetic to an experimental research approach. Recent advances have dictated polygamous marriages of biology with mathematics, chemistry, physics, psychology, sociology, geography and other fields. Universities have established departments of biometrics, biophysics, immunochemistry, biosociology, physical

biochemistry and other kindred sciences. Scientists in space biology, oceanography, microbial genetics, biochemistry, immunology, biometrics, radiobiology and other subjects through both practical and applied research are making great impacts on our lives, some of which appear limitless.

Interesting and exciting careers exist in human medicine, biosociology, veterinary science, forestry, genetics, pharmacology, toxicology and immunology. Most of these emerging fields remain virtually unexplored by Negro youth, but are open to them.

The early development of experimental attitudes and techniques is essential to the education of biology majors. We suggest that students who demonstrate acceptable performance in English, mathematics and biology on placement examinations by-pass the usual freshman biology course and take courses in experimental biology. Such study in addition to developing basic research ability would review principles and current concepts in biology. Students would be required to master the techniques of accurate measurements and of making solutions and media. Emphasis should be placed on the use of mathematics in making graphs, tables and other calculations and on the recording, organization and interpretation of data.

Each unit would unravel as many biological principles as possible with a variety of techniques and equipment. With the completion of each unit, students would be encouraged to devise other experiments for extending the problem and to carry out their own experiments. Local universities, public health services, state health facilities and their technicians should be used where their services would prove effective. Such a course might involve team teaching with faculty from other disciplines. Living materials should be the starting point at least of each experiment which would introduce students to experimental investigation, acquaint them with instrumentation and teach them techniques for advanced biology courses. With an extensive supervised literature search they should pick up more of the concepts and principles of biology than they would in a conventional course.

As an example, a unit on cell research might center the investigation around the leukocytes of a frog, which would involve:

- care of laboratory animals in research, use of anesthetics and sterile techniques
- the microscope, its calibration and use in measurement of microscopic units
- the technique of studying living cellular material
- phagocytosis of the cell and principles of immunology
- staining of the cell and cell structure
- principles of the electron microscope
- physical and chemical factors affecting the activity of cells.

There are many allied health occupations for which students may qualify if we slightly adjust biology curricula. For example medical technology students take such biology courses as microbiology, histology and microscopic technique, embryology, chemistry courses through organic chemistry and other courses from the general requirements for biology majors. The final year of training must be at a medical clinic which offers special experience for this occupation. Then the student receives a bachelor's degree in medical technology from the college offering the program.

Biological science majors in, for example, genetics, microbiology and entomology, also may get research positions in industry and government after graduation.

HANDICAPS IN THE SCIENCES

There are, of course, obstacles to the changes we recommend. Certainly, the student who gets off to a good start and who will progress in science courses should have calculus during his freshman year. Most of the students we consider here will come to college

with insufficient preparation in algebra, not to mention calculus, although many first-rate high schools now offer a year's course in calculus.

The natural sciences are experimental sciences now using complicated and costly instruments. This high cost of apparatus is another special handicap in the low-budget schools we are discussing.

The shortage of good teachers and the high cost of attracting them to these colleges is a basic barrier to building strong departments of chemistry, physics, biology or mathematics. Also, qualified young persons with Ph.D.'s in the sciences will demand greatly reduced teaching loads, expensive new equipment and funds for faculty research.

We should consider the severe obstacle to improvements and the frustration of a department whose budget is handled autocratically by the finance office rather than by the department itself. The ridiculous and retarding situation—unhappily prevalent in many colleges—in which a business office preempts control of a department's funds and refuses to make purchases or delays them interminably, certainly calls for a quick reform if we are to proceed with the urgent changes to educate our science students for the work which awaits them. Judgments made in the business office rather than in the department on the purchase of items vital to a science program is an arrangement we cannot continue. Such practice, of course, impedes many departments, but it is doubly serious in the sciences where instruction depends on live materials and equipment speedily delivered.

The most difficult problem is getting a generous crop of beginning students able to master the sciences, that is, who have the fundamentals of reading, writing and mathematics. We think it imperative, therefore, that we bring promising but poorly prepared high school graduates to spend the summer on campus before the fall of their freshman year to improve their language and mathematical skills. We are simply talking about reading, spelling, English grammar, punctuation and basic mathematics.

We think it would be good to continue this kind of help through the freshman year and that students should not register for credit courses in science until they have acquired these basic skills. There should be no stigma attached to using a freshman year learning these fundamentals, nor to taking five years to finish college if necessary. The important point is that a student be educated at the time of his graduation, whenever that is.

It seems obvious that students who start college underexposed to learning skills can make up for this handicap only by submitting to overexposure for a while. We recommend, therefore, luncheon seminars several days a week where faculty members and students will lecture on topics not adequately covered in some of the undergraduate courses, and will study pertinent books not in the curriculum.

It would be desirable to set up residence halls as "living-learning centers" with consoles connected to a central computer so that juniors and seniors might make computerized calculations during their evening study hours.

If we could know early in college whether science students planned to do graduate work or take a job immediately after graduation, we would recommend two different ways to use their summers.

For the students who know they will not go to graduate school but will take a job, we recommend very strongly that they spend their summers at internships in industry which are becoming increasingly available.

For the students who aspire to the doctoral degree, we recommend granting research assistantships on the campus where they can serve as apprentices each summer. They should also be required to take one course during the summer. This would not be a credit course to hasten the graduation of the student, but one in pure or applied mathematics to improve his lan-

guage skill or one in problems in physical chemistry to cope with prolonged chemical calculations.

We recommend that for the two kinds of students—those who will or those who will not go to graduate school—there should be two curricula available leading to two distinct degrees.

One should be the traditional liberal arts degree with a major in one of the natural sciences. This degree would be for the prospective graduate who goes directly to a job and would usually require the traditional four years to earn.

The other bachelor's degree should require the same amount of general education and 25 to 30 semester hours of additional science credit mostly in the field of the degree. This intensified bachelor's degree might very well take more than four years to earn. We are primarily concerned with developing a baccalaureate product of excellence to compete and contribute in modern America.

SOCIAL AND BEHAVIORAL SCIENCES

Faculty members who teach social and behavioral sciences are perhaps more keenly aware of the process of change in society than other faculty members. They find that they cannot be abreast of developments in their field unless they pause periodically to make new assessments of courses and course content in the light of social change. During the revision process, they often are confronted by questions concerning the human consequences resulting from change. In the light of recent developments of new opportunity for Negro citizens, these faculty members are, or should be, keenly aware of the urgency for accelerated curricular change in the traditionally Negro colleges.

The principal problems of modern American society, and indeed of world conditions, are now centered upon human relationships. In the physical world of things we have demonstrated that we can produce the hardware of war and space travel, the technology of automation and food production and material wealth far beyond our needs. Most bodily ailments can be cured, controlled or excised. Yet we have not learned how to get along with other nations or societies without war or the threat of war. We have not discovered how to get groups of different races and cultures to function harmoniously in our society. We have not been able to eliminate poverty, deprivation and slum living. We are now forced to face the hard reality that neither guns, missiles, cybernetics, public pronouncement nor stylized diplomacy will preserve world peace or attain the American ideal.

It is our firm conviction that the solutions to such problems must come from the social sciences. These disciplines offer the most promising hope to achieve the America we idealize and the world we must have.

The observation has frequently been made that progress in the natural sciences and in the related applied fields has taken place more rapidly than mankind can assimilate it into his social and behavioral patterns. We shall therefore review social science curricula, first in terms of their potential contribution to all students, and then in terms of career opportunities for those who plan to major in one, or in a combination, of the social or behavioral sciences.

We suggest curricula that will be highly relevant to human society and its problems, that will involve students actively in the learning process, that will contain activity-centered instructional procedures, and that will permit highly flexible teaching and learning. We urge faculty members to be alert to new career opportunities open to Negro graduates and to the courses required for preparation to enter these professions.

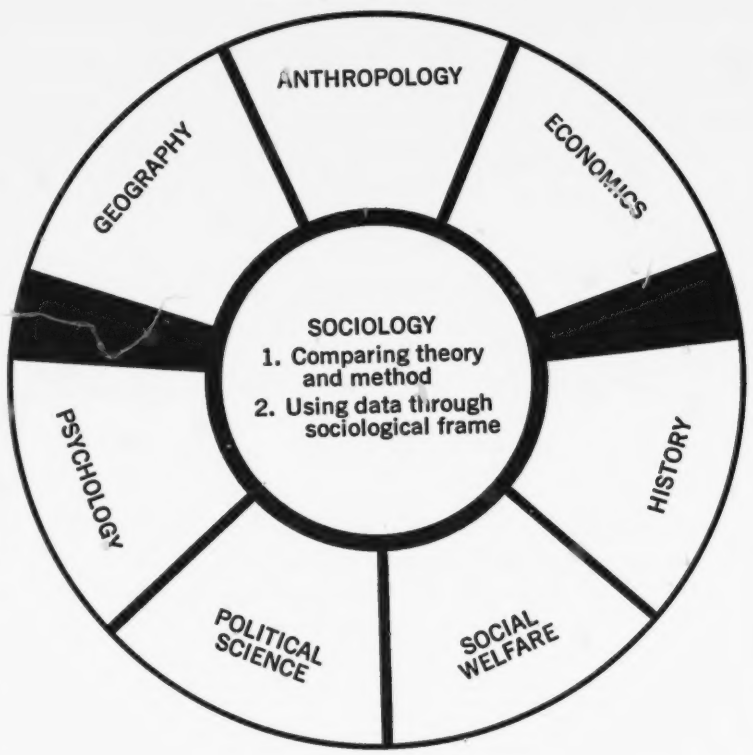
GENERAL EDUCATION

The social sciences may make a highly significant contribution to all students in preparing them to understand the changing social patterns which they are encountering and will encounter, regardless of the major each takes or the career he selects. A very important step toward constructive curricular changes in the social and behavioral sciences is the softening of lines which separate disciplines into unrealistic and logic-tight compartments. These disciplines deal with similar phenomena. They have common denominators even though the central focus of each will be unique. Anthropology, economics, geography, political science, social welfare and sociology all deal with man in some kind of community. Although psychology is centered upon the study of the individual, the individual must be understood in terms of his interaction with his community.

We therefore suggest that the disciplines in the social and behavioral sciences be treated as a whole and that majors in a particular discipline be planned with other disciplines as complementary parts.

The interrelatedness should begin at the freshman-sophomore level through a core-geared course in social studies which is interlocking and interdisciplinary. Not only should the social and behavioral sciences be developed in relation to each other, but provision should be made for indicating relationships between the social sciences, the natural sciences and the humanities. Figure 1 illustrates one way in which such an interlocking system might be planned when sociology is the center and other disciplines are peripheral to the central emphasis. Similar diagrams may be drawn with other disciplines at the center.

FIGURE I—A DIAGRAM SHOWING THE INTERLOCKING APPROACH IN INTRODUCTORY COURSES IN THE SOCIAL AND BEHAVIORAL SCIENCES



We must accept as natural and legitimate the Negro student's concern to know about his ethnic heritage and to become involved in the uplift of his people. Indeed we may assume that college students, regardless of ethnic origin, should share this interest. The content of courses in the social studies should reflect these concerns, both in the general courses taken by all students and in the courses taken at the advanced level by those majoring in one of the social science disciplines.

Theory and methodology should be emphasized in outlining and in teaching social science courses. These emphases will be of value to students planning to major in fields other than the social sciences as well as to students who will major in one of the social science areas. Most of the careers available to social science graduates require an understanding of elementary research design, including the construction of schedules and questionnaires, competency in statistics, and the ability to analyze data and develop conclusions from them and write reports about them.

We recommend also that an interdisciplinary social science seminar be offered at the senior level as a culminating course. This course would be required of all social science majors and would be taught by faculty from all of the social science disciplines. Such a course would clarify and reinforce the essential unity and relevance of the social and behavioral sciences, would introduce basic frames of reference and would increase contacts between students and faculty.

CAREER OPPORTUNITIES

The contemporary social revolution has, of course, created new job opportunities for Negro citizens who are trained in the social and behavioral sciences. The technological revolution, also, has produced conditions which increase the demand for people trained in the social sciences. The skilled worker, occupied in a narrow specialized task, is often discontented unless he understands the relevancy of his work to the social order. The collapse of wage incentives alone as a motive for work sometimes puzzles industrial and corporation leaders, but there is an increasing awareness of the need for staff personnel who can assist the worker in achieving a sense of personal identity and social worth in his vocation.

Advancements in technology also increase the probability of social change and hence of an increase in acute human problems. As technology advances, new occupations rapidly emerge and requirements for old ones change. Many workers are unable to change themselves as rapidly as these changes require different functions. The result is that some workers become unemployed and need special social welfare service. The baccalaureate graduate, if properly trained, can be employed to perform many such welfare services now in demand.

The social revolution has resulted in increased demand for social workers and community workers in traditional fields and has created new types of vocational roles. The shortage of highly trained personnel with advanced degrees has encouraged the identification of career opportunities in social work and related fields for people with an undergraduate degree and a designated sequence of courses in the social and behavioral sciences. We shall mention a number of these careers in this section, and others are suggested in a later section of this report and in the appendix. New developments are occurring so rapidly that faculties must be constantly alert to new career opportunities for social science majors. We have not attempted to record an exhaustive list of job categories but rather have presented a broad spectrum of illustrations.

While the emphasis throughout this publication is upon opportunities for graduates of senior colleges to enter directly into careers, the faculties in social and behavioral sciences should be alert also to the careers which require post-baccalaureate training based upon appropriate pre-professional curricula in the undergraduate college. In most cases the undergraduate curricula may be so developed that they will provide

preparation for some types of job opportunities upon graduation and at the same time provide the training basic for study in graduate and professional schools.

Suggestions for courses of study by specific departments together with illustrations of career opportunities are presented in detail below.

Anthropology. For those institutions interested in courses in anthropology, we suggest, in addition to a first basic course in social or cultural anthropology, a course on the ethnology of the Negro American. There are human and scientific justifications for this. Due to segregation, the Negro American has developed a subculture within the American middle class style. This subculture can be observed in the framework of practically all anthropological theory and through most of the established anthropological tools. Such a course might include theoretic structures, in the standard format of the anthropologist, along these lines:

modes of Negro American survival

family and child-rearing patterns

the ideological, structural and functional characteristics of institutional patterns

linguistics

protective strategies.

Studies of the often neglected physical anthropology of the Negro American—especially in the field of changing anthropometry—should be included in this course. The course could begin with early African anthropology and afford the opportunity to determine the truth of subcultural data in behavior patterns of Negro Americans and also show students more about their ethnic identity.

Most germane, however, is the kind of course which, when integrated with other special courses in the behavioral sciences, will prepare students for careers in museums, as professional assistants in conducting market surveys, and for foreign service careers.

Economics. The "new economics" sparked by Keynes and the demands of an increasingly complex society call for additions to the curriculum which emphasize the application of economics to current and foreseen issues. An expanding array of sophisticated tools of analysis are available and should be mastered and used by students of economics.

We assume that there will be a basic course of study with up-to-date economic theory and history, together with courses covering national income analysis, prices, employment and fiscal policy, economic statistics, labor economics and econometrics. Additions to the curriculum should recognize the growing role of economics in helping us solve socio-economic problems. Suggested topics and units of study to be covered include:

economics of poverty and income maintenance

consumer economics

regional economic base and development

urban economics or economics of the metropolitan area

economics of discrimination

medical economics.

Additional topics such as the economics of small businesses, the organization and management of cooperatives and of savings and loan associations could also be introduced in cooperation with the school or department of business and taught by team methods.

Economics majors with properly designed curricula can find positions with the federal government as price analysts, wage analysts, economics surveyors and economics statisticians. Private enterprise also has careers such as market research assistants, labor force analysts and credit analysts.

Geography. We recommend that colleges expand and strengthen their offerings in geography. We suggest courses in human and economic geography and spe-

cial attention to regional and world geography. New geography programs should take account of the close kinship of geography with fields such as geology, astronomy and earth and space sciences and include basic work in these studies. Some of the positions available to geography majors are land-use analyst, conservation specialist, geodetic team surveyor, cartographer and management intern.

History. History, though usually classified with the social sciences, has close relationships with the humanities. Many of the points mentioned in the section on humanities have relevance here. We urge that:

the history of non-western peoples be offered in addition to the history of western civilization

the history of the Negro American be presented as an integral part of American history

consideration be given to a comprehensive course in Negro history

other non-western area history courses be offered commensurate with the size and strength of the department.

Among positions secured by history majors are such assignments as archivist, foreign service officer, international affairs analyst and journalist.

Political Science. We recommend that, in addition to conventional offerings in political science, colleges train students in the process of political action. We suggest also a course in American bureaucracy to show the use of those governmental agencies not presented in conventional courses in American government. A course in geopolitics which ranges from the international to the local community may be considered. Careers available are to be found in foreign service, public administration and urban affairs.

Psychology. In some institutions the psychology department serves primarily as a service department to teacher education. We urge that its role be expanded. Psychology courses may play an important part in the general education of the Negro student, particularly if consideration is given to the contribution which they may make to the problem of self-identity. We suggest that beginning courses introduce experimental findings at an early point and that emphasis be placed upon the practical application of learning theory through the involvement of students as both experimenters and subjects. If the department is to contribute to preparation for a career, courses in experimental psychology with laboratory experience, in statistics and in testing will be important.

While the better positions in psychology require post-baccalaureate training, there are opportunities for the major with a baccalaureate degree. Positions include organization analyst, motivation research assistant, psychometric assistant, and counselor. Work may be in public institutions, schools and welfare offices.

Social Welfare. The urgent need for more workers in social welfare and related fields has recently led to the recognition of positions for which one may qualify with the baccalaureate degree. The course requirements include solid preparation in theoretical work in sociology accompanied by supervised field work and internship experiences. Departments offering work in these fields should consult the national organizations which have developed suggested outlines of study, should establish working relationships with social agencies to be used as a resource for field experiences, and should offer a course in community organization. Jobs are available to students who have had the proper sequences of courses in such fields as child welfare worker, adoption worker, group worker, probation and parole officer and after-care counselor

Sociology. Despite the fact that most colleges follow the standard sociology curriculum, there are reasons for stronger stress upon research experiences and upon urban ecology. We recommend that:

departments arrange for juniors and seniors to work with public or private agencies as research assistants or interns

whenever possible a statistical research laboratory with access to data processing be established for students to use throughout their training

a course in industrial sociology with strong emphasis upon organization theory be established

the course in urban sociology be upgraded to deal more with problems of the big metropolis and the emerging megalopolis.

There are many careers open to students who take well structured majors in sociology among which are research assistant, probation worker, social worker, interviewer, social science analyst, social statistician, group worker and community organizer.

SUMMARY

The curriculum changes we have suggested in no way replace the standard course offerings. They should be additions and complements to existing programs. It should be clearly understood that the outline of social science courses developed for the purpose of training social science teachers for the public schools will not suffice for providing training for the expanded opportunities which we have suggested.

We feel very strongly that the effectiveness of social and behavioral science programs will be greatly enhanced by:

commitments of a greater portion of university resources to public service and community involvement

systematic recruitment of foreign students

continuous programs of faculty and student exchange

visiting lecturer programs

strong participation in professional associations by all faculty

greater use of varied educational media

financially supported faculty development programs

increased support of social and behavioral research.

In conclusion we recognize that few if any of the traditionally Negro colleges can mobilize the resources to offer majors in all of the many fields which we have described. Smaller institutions will have to select the specific programs which they can offer at a quality level. We strongly urge that institutions in geographic proximity consult with each other so that they may, by joint effort, provide a variety of opportunities for students in the regions they serve. We also urge these colleges to develop interinstitutional arrangements with other institutions of higher learning for allowing students to enroll in courses on adjacent campuses with full transfer of credit and without additional tuition cost. We suggest also that consideration be given to joint faculty appointments through which two or three institutions may secure the services of highly qualified faculty in areas of specialization where faculty shortage constitutes a major handicap to the addition of course offerings essential for expansion of opportunities to students. Finally, cooperation in the use of community resources in social work must be carefully planned when these agencies are used by two or more colleges.

BUSINESS

American businesses employ more college graduates than government or any other operation in the economy. While business needs and attracts graduates of all college curricula, its recruiters seek more young people with education in business. And college business training insures earlier advancement to important and executive positions in business.

With constant business growth and new legislation and attitudes to eliminate race discrimination, business needs and seeks out more Negro graduates than our colleges can supply.

We must ask now with the rising demand for educated Negro businessmen if the Negro senior colleges are adequately preparing graduates to enter and advance in the mainstream of the American economy. We know at this point that we cannot supply quality graduates in the quantities employers need. We agree that more Negroes should be entrepreneurs in our society. Thus we consider here what administrations and faculties of Negro colleges can do to increase the supply of able Negro participants in the larger economic scene.

We should study seriously existing programs of education for business. A careful study will suggest additional courses, the deletion of some and the modification of others.

Too often we have prepared our students for teaching and secretarial positions rather than for other employment in industry, business, and government, and with good reason. Until recently most job opportunities available to Negro business graduates were in teaching and secretarial positions; many females perceive these positions as their top employment goals. Female students have been in the majority in business programs. Fewer males enrolled because employment opportunities were limited. Thus, we awarded few undergraduate degrees in business to Negro males.

Also, we have been handicapped by the general notion in some high schools that business was not the discipline for the academically talented. Many counselors have recommended departments of business to students with academic performance and test scores well below the median of the college bound population. Therefore, we are concerned with improving the quality of our students and their education.

Careers in business and industry require a sound liberal arts education and, in addition, courses which introduce students to the skills of management and administration. These include mathematics, accounting, money and banking, statistical methods, marketing, budgeting and control, business policy, industrial management and organization, monopoly and competition, and trade unionism and collective bargaining.

With sufficiently strong majors students can be placed readily in positions such as:

Salaried managers and officials

Bank, savings and loan, or cooperative official

Insurance worker

Real estate agent

Auditor or accountant in business or for a government agency

Branch manager of a retail or wholesale business, or of a division in an industrial firm

Office manager in business or industry

Manufacturer's representative or salesman for a locality

Securities broker

Purchasing agent

Industrial traffic manager

Budget officer in public or private organization

Buyer, wholesale or retail trade or in industry

Marketing research specialist

Industrial relations, labor relations or employee relations expert

Systems analyst or assistant to systems analyst in business.

It is more difficult to enter self-employment than to work as a salaried official. On the other hand, opportunities are expanding in this field also. Financing is becoming more readily available to Negro college graduates so they can establish themselves in business. This may take place after several years in a salaried managerial position. Typical of the self-employed are managers of branches of large industrial firms with local outlets to be purchased under a franchise arrangement, e.g., chain motels, drive-in food service stands and soft drink bottling works.

Other fields of self-employment are real estate, construction, repair service, retail store, restaurant, laundry, beauty shop, printing and duplicating.

BUSINESS EMPLOYMENT TRENDS

Careers in management have developed rapidly during the 1960's, and we can predict that those opportunities will continue to increase in the future. Even at present the demand for managers exceeds the number of graduates from our institutions. Almost every industry in every part of the country is seeking graduates of business programs.

Employment in accounting, marketing, management and finance offers countless new oportunities for Negro graduates, for instance, many excellent positions have developed in marketing. At first, these careers became available because the companies sought Negroes to direct marketing operations to Negro markets, however, we now witness the fact that these positions are available to Negroes without regard to Negro market areas. We also expect opportunities for ownership of businesses to emerge rapidly in the near future. Many companies enfranchise local and branch outlets to individuals without racial designation. In addition to these opportunities for acquiring ownership and franchise operations there are many other positions for which employers seek qualified Negroes, including:

Public accountants	Private accountants
Bank examiners	Auditors
Economic analysts	Buyers
Systems analysts	Project administrators
Market analysts	Sales managers
Financial analysts	Salesmen

Because of the growth in financial enterprises such as commercial banks, insurance companies, mutual funds, savings and loan associations, credit unions and pension trusts, there is a greater demand for finance graduates.

Industrial pollution control, oceanography, nuclear energy, learning aids and new technology demand persons with management training. Currently there is a shortage of accountants, and business expansion will further increase this opportunity for young Negroes.

FACULTY AND STUDENTS

Basic to good education for business, as other disciplines, is an excellent faculty and staff, for the faculty is the heart of education. In cases where the faculty does not move, a plan for faculty development and recruitment becomes vital to the success of the program. Faculty members should have business experience or associations. To keep abreast of new

trends in business, the faculty should maintain active memberships in professional associations, and where possible, have continuing relationships with the business world through summer internships and seminars conducted by businessmen and industrialists.

On the other hand, the college should provide reasonable working conditions and class loads. (The American Association of Collegiate Schools of Business sets the maximum at 12 semester hours, three preparations, two fields.) Teachers need space conducive to study and counseling of students as well as reasonable secretarial services.

Business schools should seek out qualified students for their programs, and it is imperative that we find more promising males. We must make more scholarships and other financial assistance available to academically talented young men.

One school plans to reduce the teaching load of its faculty to release collegiate faculty members to teach business units in high schools, to interest high school students in education for business. This plan will also give teachers in the colleges an opportunity to explain programs to the high school teachers and counselors.

We should study the question of who influences the students' decisions to select a college. When we determine this, recruitment plans should provide for contact and discussions with the family, teachers or other persons who influence the students' decisions.

The business unit should establish an admission policy. After careful analysis of test scores and high school grades, including trends and high school rank, the unit should set up criteria for students who wish to be admitted to collegiate education for business. Some combination of this screening should be the basis of an admission policy for business units attracting and admitting students directly from high school.

Some state-supported institutions must accept all high school graduates. We suggest that in such case it would be best to delay admitting students to the business unit until they have successfully completed some college work. We urge that the first year program be devoted to general education for all students.

We must establish and adhere to some academic standard. The faculty should carefully establish an acceptable performance level in programs. Students who perform below the standard should be required to withdraw from the institution. The faculty should determine the conditions under which these students should return and the performance expected of them.

We dilute the quality of our programs by permitting sub-standard performance to continue.

A complete library must be available if we are to graduate a knowledgeable and able candidate for business. We should examine carefully the quality and quantity of books, periodicals and filmstrips. We know that most library holdings are insufficient and we feel that each faculty member should help build an adequate collection in his field as well as suggest reference books. A library committee should promote this goal.

We should not confine teaching to one method of instruction. The case method, role playing, seminars, business games, lectures and programmed instruction have a place in the learning-teaching process. Students in groups often teach each other.

We should afford the student an opportunity to develop an analytical approach to the decision making process. We must make ample provision for the student to communicate effectively his decisions and plans for implementation.

PROGRAM CONTENT

The exact programs to be established at the various colleges will depend on the resources available, including continuing financial support. We envision that the business program will encompass some or all

of the following majors:

- Accounting
- Marketing
- Finance
- Management
- Business teacher education
- Secretarial science or administration

It should be noted that business teacher education and secretarial science are not included as majors in some business units. This is an increasing trend in building strong programs that lead to newer careers in business and industry.

The essential provisions for business preparation—general education, business core requirements, major or concentration, electives, and observations—will be discussed separately.

The general education program should comprise about 45 percent of the total requirements for graduation. There should be a balance among humanities, social sciences, natural sciences and mathematics. We urge the social sciences to enable students to understand the behavior of man and society, since these are essential to civilized living as well as business effectiveness. Mathematics will help in the quantitative aspects of the decision making process. The trend is to solve more business problems through the analysis of quantitative data usually with computers.

We believe that there are courses which are a foundation to business training. We suggest the following courses and proportionate relationships as necessary to all education for business:

	Recommended Semester Hours Credit
Accounting	6
Statistics	3
Business law or legal environment of business	3-6
Business finance	3
Business communications	3
Marketing	3
Mathematics for decision making	3
Management	3
Economics (may be counted as general education)	6

We include communications above to help overcome a problem for many students—reading, writing and speech. This course should train the student to prepare business reports and engage in persuasive communication. We suggest that the mathematics for decision making course include such techniques as linear programming, game theory, queueing theory, simulation, and introduction to computer uses and programming.

We suggest majors or concentrations should amount to eighteen to twenty-four semester hours beyond the business core courses. These courses should prepare students for initial employment as well as advancement. Each major announced in the catalog should have its full complement of basic courses.

At least five percent of the total semester hours for graduation should be free electives in courses of special interest to the student. These courses could be in any field of the institution. Such leeway often helps to encourage rare combinations of graduate study.

Activities of faculty and students outside the classroom can add greatly to the students' total education. Some that warrant consideration for students are:

- internship or cooperative education or both
- field trips
- outside lecturers
- dinner meetings with speakers and discussions
- continuous placement office liaison
- interinstitutional relationships

student organizations
  clubs (related to disciplines)
  societies (honor)
  student professional affiliations

student sponsored business ventures.

Faculties should consider research activities to improve methods of instruction, to provide data to the business world that helps help in the solution of social problems, and to broaden interests in other areas.

CONCLUSION

We feel that the development of a program in education for business will be enhanced by professional memberships and activities from which faculty may constantly receive information. The help and advice of experienced businessmen cannot be equalled. This kind of relationship establishes confidence as well as much-needed stimulation. We feel that the time and money spent on these professional associations are more investment than expense. Certainly persons responsible for developing business programs should be active in the American Association of Collegiate Schools of Business or its Assembly and the National Association of Business Teacher Education. Faculty may attend the meetings of these groups before actual membership to obtain information as well as guidelines and criteria for membership. Business teachers say they derive great benefits from the initial contact. Any institution with a business program may join the A.A.C.S.B. Assembly (without delay or meeting special criteria) by applying and paying a nominal fee.

It is our belief, however, that all institutions should consider meeting the standards of the A.A.C.S.B.

The internship program serves several purposes. Many students do not have the opportunity for business experience in which to apply classroom theories. Internships also pay money which most students need. An internship that allows the student to perform well in the business world will help build his confidence.

We feel that faculty members should accept responsibility for giving counsel to their students on employment opportunities open to graduates of their disciplines. They are close to the students and thereby in a position to supplement the professional counseling that students may receive.

Finally, we feel that the institutions which can afford to do so should consider establishing adjuncts or areas of special training such as public administration, international business, and institutional administration.

ENGINEERING, HEALTH AND SOCIAL WELFARE

Just as most high school students—white or Negro—still do not go on to college, most college graduates do not take an advanced degree. College graduates are at a premium. Their unemployment rate is miniscule. They get jobs, keep them and advance in them. Some who go to work after getting the baccalaureate degree later attend graduate school and finally achieve the master's or doctor's degree, but most do not. An undergraduate college education is an avenue to many kinds of employment.

We think the career categories in this section call for broadening and changing curricula of Negro colleges to improve the life chances of their students. For this reason we introduce each group, describe the suggested college curriculum, and define some of the occupations to which undergraduate college students can aspire after graduation. The list is not exhaustive but illustrates the wide range of choices open to Negro college graduates.

ENGINEERING, TECHNOLOGY AND ALLIED PROFESSIONS

The United States is said to be behind other industrialized nations in supplying engineers. Yet only six of the 75 Negro colleges offer engineering as a major and only one of these institutions has an accredited program.

The sharply rising technology of this country demands more personnel, and many openings exist. Less than one percent of all engineers today are Negroes. Opportunities for Negroes are much more extensive than this. Many of the positions that are open provide ways for the individual to continue education after taking a job, to qualify him for increasingly responsible work.

Curriculum

The curriculum requires a large investment in modern facilities and equipment. For this reason, and to provide the best possible faculty, we suggest consortia of nearby colleges and universities, as well as faculty workshops. Relationships with established schools of engineering through visiting professors or consultants also can be set up to develop an accredited program.

Because industry needs engineers, some companies are supporting engineering programs. Some programs receive federal grants and loans.

Help in designing an accredited curriculum can be obtained in a variety of ways but especially from such organizations as the National Society of Professional Engineers and the Engineering Manpower Commission of the Engineers Joint Council.

Occupations

College graduates with a bachelor's degree can get entry positions on a career ladder as:

- Aerospace engineer
- Agricultural engineer
- Cartographic technician
- Ceramic engineer
- Chemical engineer
- Civil engineer:
  - Bridge
  - Highway
  - Hydraulic
  - Sanitary
  - Topographic
- Electrical engineer
- Electronic engineer
- Engineering draftsman
- Engineering technician
- Geodetic technician
- Industrial engineering technician
- Marine engineer
- Metallurgical engineer
- Meteorological technician
- Mining and petroleum engineer
- Surveying technician

HEALTH AND ALLIED PROFESSIONS

The shortage of health service personnel is serious now, and the need for services is expected to increase substantially during the next decade. Need is acute partly because more people can afford health care, and more people are sophisticated enough to request it. Medicare for the elderly, medical aid for the needy and the expansion of private hospital insurance, health insurance, and occupationally connected health benefits add to the demand for health service. Besides, medical research has increased the ways in which services can be rendered.

A host of professional health service specialties is developing to meet the need. These specialties provide supportive and extended care under a physician's guidance, leaving the most highly trained specialists of all—the dentists, physicians, and surgeons—more time for diagnosis and consultation.

Group clinics are increasing in number. These have their own technicians and specialist staffs.

This rapidly growing field is open to young men and women college graduates. The predominantly Negro colleges can be in the vanguard of institutions training for the health services as a related cluster of professional occupations.

Curriculum

The health services require a core curriculum in the biological and behavioral sciences—physiology, anatomy, psychology, sociology—and some of the humanities. Some special training is required for each occupation.

Small colleges close together or near larger institutions with medical schools and teaching hospitals can cooperate to set up a health service program. Assistance in evaluating potential for a program, designing it and assessing the cost is available from the Association of Schools of the Allied Health Professions, which is opening a central office in Washington, D. C., in the fall of 1968.

The Allied Professions Act of 1966 provides grants to colleges for innovative programs in this field.

Occupations

Positions among the health and allied professions to which a college graduate can aspire are:

Physical therapist
Speech therapist
Occupational therapist
Audiologist
Corrective therapist
Medical technician
Radiological technician
Medical records librarian
Dental hygienist
Manual arts therapist
Music therapist
Nurse, professional
Rehabilitation counselor
Pharmacist
Sanitarian

(For detailed description of duties and preparation, see among others, the *Health Careers Guidebook* published in 1965 by the U. S. Department of Labor.)

SOCIAL WELFARE

The Welfare Administration in the Social and Rehabilitation Service of the U. S. Department of Health, Education and Welfare has recently begun a three-year effort to promote undergraduate schools of social work in the South. The program is adapting curricula to the

advanced professional standards of the Council on Social Work Education. The Council itself has identified certain courses which could qualify a senior college graduate for a position in the helping occupations.

The chief reason for change in the profession and for undergraduate curriculum expansion is the multiplication of many new ways to help people with illness stay at home or in the community rather than in institutions. Graduate schools of social work are as yet unable to meet this need. Besides, the Council and others are beginning to recognize that most social workers practicing today have no graduate degree. Many who have completed graduate schools of social work do not have needed background in relevant undergraduate studies.

With the growing emphasis on improving human living and its demand on the expanding field of the helping occupations, it is important for those who are interested in such careers to begin to study as humanists early in their college years.

Curriculum

The complex of social services which college graduates can perform can be based largely upon present curriculum. Only a few additions need be made.

In fact, the main education is a general background in a combination of the biological and behavioral sciences, with the emphasis on writing and speaking clearly, grammatically and with precision, and some mathematics to prepare those who intend to go on to graduate school. We strongly recommend study in the humanities to provide future social welfare workers with understanding that places a high value on the worth of human beings.

This kind of interdisciplinary program can be developed from the curriculum of existing departments.

Biology would emphasize the physical nature of man, including physiology and anatomy. We also recommend developmental psychology and personality theory as well as relevant concepts in economics, sociology, political science, anthropology, and history.

The specific new offerings would be, first, a sophomore level course in the introduction to social welfare to identify the scope of social welfare work. We recommend a one-year course in social welfare institutions to cover the gamut of welfare programs in existence and how they operate, income maintenance programs, health and social services and social legislation. Syllabi have been prepared for these two courses by the Council on Social Work Education and are available for the use of any college interested in them. Consultants recommend one semester in supervised field experience in an agency to gain knowledge about agency structure and methods and about the student's own capacity to understand other people and himself. This is important because social service requires commitment and concern for people, along with objectivity.

An important additional course is an introduction to social work methods, an elementary course in case work methods, group work and community organization. It would introduce students to a variety of techniques as a preliminary to more advanced and sophisticated work later as a graduate student. Already several major universities offer a one-year graduate program for a Master of Social Work degree.

Occupations

College graduates can go to occupations in:

public assistance and adoption agencies

leisure time and recreation programs for all age groups

home and clinic treatment for mental retardation, emotional disturbances, drug addiction and alcoholism

day care services to families with working mothers

group care for children

probation and parole service and work in prisons

guidance to school children and to workers looking for a suitable job

supportive services to the family and patient in cases of chronic illness.

For several areas, the college graduate in social service would supervise groups of health aides under the general direction of a physician.

Most of the positions would be called social service, but some require specialization in counseling or medical social service. Others, which may not require the additional specialized courses in social welfare work are in urban affairs, and in rural, community and regional development. Other positions in the latter fields are mentioned under occupations for those with a general social science major.

PROCESS FOR CHANGE

Our society, characterized by a spate of knowledge in all fields of learning and by dynamic social change, is offering to college graduates countless new careers demanding myriad new skills and capabilities, and urging young Negroes into these new occupations.

Curricular changes are already occurring on many college campuses to prepare youth for successful and useful living today. We, therefore, do not hail a new movement, but rather recognize one already in progress and offer ideas which we believe can hasten change to fit Negro Southern youth for their share of and their contribution to the world's work.

INSIDE THE INSTITUTION

The initiative for curriculum change may come from many sources — governing boards, administration, faculty, students, alumni, accrediting agencies, professional organizations, graduate and professional schools and secondary schools. However, since curriculum is the major responsibility of the faculty, we believe that the initiative for its revision and reform must come primarily from the teachers. This, of course, is not always the case; in fact, any person or group who has influence in starting curricular change has also the equal power to prevent curricular change. Thus the greatest barrier to change may indeed be the faculty itself.

Ideally, ideas for curricular change should be encouraged from all possible sources and entertained honestly and seriously. The important thing is that the organization and structure permit—indeed, facilitate — the open academic environment where ideas for change are accepted from any legitimate source and are considered rapidly and honestly for adoption.

Any college which aims to adjust its program to the changing needs of youth and society must continually examine its organization to make certain it does not impede curricular change.

Although the process of curricular change will vary from campus to campus and even from department to department at a single college, there are some four common characteristics, uniform in their basic structure, which tend to facilitate curricular change. It should be noted, however, that these characteristics are not mutually exclusive—indeed, they overlap to a considerable extent and tend therefore to form a unity. That is, where one of the traits is present, the others tend also to be in evidence. We discuss them singly, therefore, for analysis, clarity and convenience. They all show commitment of the college to improve its academic program.

The campus atmosphere must be one of constant search for new and better curricular ideas as well as styles, methods and materials of instruction. More generally, it must exhibit a real resolve to improve its academic program to educate its students and to fit them for new career opportunities open to them. This requires an awareness of new and developing employment available to graduates and of skills they need.

Awareness of Needs and Opportunities

We must constantly examine the academic program of an institution. We must know about growth and development in fields of learning. And we must know about burgeoning job opportunities which require new or revised curricula to prepare students for them. This is primarily the domain of the faculty, even though we must encourage others—administrators, members of the governing board, students and alumni—to submit ideas for change.

The faculty member who is not current on developments in his field and on new job opportunities for his students is not likely to be a crusader for curricular change nor, for that matter, a very effective teacher. Continuous professional cultivation of the faculty is imperative. Leaves of absence for formal study and travel, or work in industry, business, government or private research agencies, can familiarize a faculty member with demands and new opportunities in his field. Faculty exchanges, participation in professional organizations and occasional free time for study and research can help teachers whose work does not allow time for personal growth, refreshment and renewal.

It is a major responsibility of administrators not only to encourage faculty members to engage in professionally rewarding activities but promote it.

Flexible Practices

An experimental program often precedes curricular change, and both may entail a break with traditional practices. Flexibility of administrative and supportive departments will be important in the success of curricular change. On the other hand, inflexible practices can decidedly limit experimental and curricular change. For example, new programs which substitute written evaluations for conventional letter grades require changes in record keeping in the registrar's office and a new way of evaluating student eligibility for financial aid. A course that progresses week-to-week and month-to-month on student-teacher planning and individual and small group assignments may require the quick supply of books and other materials not normally stocked in the bookstore. Even a bookstore inadequately staffed and operating on a regular timetable for ordering supplies must be flexible.

Some students may be unable to participate in innovative curricula without undue penalty because their major course requirements are too many and too rigid.

In either case, such major programs place more emphasis on the absorption of "correct information" than on mental and attitude development. We do believe that there is some merit in both and that rigid insistence on the absorption of knowledge tends to, but must not, reduce the chances of new curricula or teaching. It seems certain, moreover, in view of the rapid proliferation of new knowledge, that the new curricula should emphasize the understanding of principles

rather than the acquisition of countless facts.

Some difficulty in bringing about curricular change is unavoidable and we must expect it. If the change is worth making, if it produces better educated students, it should be worth the difficulty. On the other hand, if the effort of a faculty member to change the curriculum meets with an inordinate amount of obstruction and conflict, he may become discouraged and demoralized, lose interest, abate effort and perhaps even resign from the faculty. In this case, the school would lose a person who could contribute to the program.

Good Communication

Good communication among faculty, administration and students is extremely important in effecting curricular change. When it is lacking, misunderstandings, suspicions and mistrust are likely to develop. When curricular changes are developed and implemented in isolation, they are not likely to secure the support of other segments of the campus community, and they lose the chance of persuading other departments on the campus to adopt desirable curricular change.

Good Relationships Among Individuals and Constituent Campus Groups

An intellectually alert, stimulating and challenging campus encourages good human relationships and needed curricular change. In such a climate persons will feel personal and professional security. Without this support and security, enthusiastic faculty members are not likely to push new and unconventional approaches to curriculum and teaching, and these changes won't occur.

Ideas for curriculum change which should come from many sources on the campus will not materialize unless the campus is organized to solicit, entertain and adopt them. We recommend that a committee of faculty and students be established to facilitate change and renewal of the college curriculum. Its functions and powers should be to:

lead faculty evaluation of curriculum and instruction

study curriculum and instruction

assist departments on the campus which wish to study their curriculum and instruction

solicit new curricular ideas and report findings to academic policy making bodies and the faculty

recommend curricular changes.

We feel that students should serve on this curriculum committee. This does not absolve the faculty of its basic responsibility for curriculum. It exposes students to a beneficial learning experience, enables faculty to assess curricular ideas of students and gives the student some responsibility for his education.

Youth is always a time of restlessness, searching and unbounded energy. But college youth of the 1960's have turned their attention from the frivolous outbursts so familiar in earlier years to serious protest over their world, their society, and their education. The times seem especially propitious, then, for students to serve their colleges and themselves as participants in curriculum committees. The contribution they will make will vary—with their limitations being most severe, no doubt, in the more highly professional areas. But even here they can assist and profit from such committee work as gathering, ordering, analyzing and reporting data and planning and participating in student-faculty curriculum discussions. Such committee work will broaden the knowledge and deepen the interest of these students in career opportunities open to them and their colleagues.

Selection of students to serve on the committee, just as with faculty, should be determined by the school. We feel generally that election is better than selection but recognize that appointment by the president of the student senate or president of the student government association might work well at some schools.

THE REALISTIC SUPPLEMENT

No man is an island. Neither is any American institution of higher learning. The students who throng the campuses from the Atlantic coast to Hawaii come from homes and communities which exert almost as much influence upon the ultimate character of a college or university as instruction, deliberations of student-faculty committees or the acts of administrators.

A college president who faces a busy board and asks that board for funds large enough to mount a program of genuine innovation cannot start from scratch and hypnotize his hearers like an exhorter at a revival meeting. Nor will an older generation of alumni wedded to nostalgic notions of "what college should be like" provide the constituency the Negro college in transition sorely needs. Moreover, climate in which the Negro college can achieve must not be left to chance.

Colleges will benefit from attention and support from local and regional newspapers, television and radio, and should acquaint the media with curricular changes and career gains of students and graduates.

Recognition from industry and business, both in management and labor, is equally important. Now when both employers and the big unions in the region are pledged to expanding and elevating vocational opportunities for Negroes, recognition of the Negro college is important.

Religions in the South are already addressing themselves to long overdue reforms of their social gospel. They are formulating new goals of humane conduct for their local congregations in a new ministry with increasing responsibility for the improvement of human relations in their communities. Other free associations of Southern men and women, in cities and towns extending throughout the homeland of the Negro college, ponder the roles they can and should play in a better future for our part of the world.

The Negro college must not neglect its own alumni, but enlist them as a task force available to help win legitimate benefits Negro graduates deserve in the outside world.

Finally, the Negro college must reach the formal political authority of the South in its curricular revision. It must interpret to Southern governors, legislators and boards of control over higher education its needs for massive aid for improvement.

This should not suggest that nothing can be done toward curriculum revision inside the colleges until a millennial state of grace for the support of the Negro college exists in the world outside that college. The improvement of instruction cannot wait for the all-is-well signal from the ouside.

On the other hand, the Negro colleges, in prescribing for their own future, can no longer afford to settle for little plans. They educate enough students to put them, in their aggregate enrollment, numerically in a class with such goliaths as the University of California or the State University of New York. This aggregate enrollment, moreover, is climbing, not falling off. These colleges have the moral duty to provide their students an education at least comparable to that of other students in the country.

The institution which truly changes its curriculum must do more than substitute one set of courses for another. It must increase faculty development. It must adapt administrative procedures to new demands. Also, experience shows, it must spend more of its resources on each individual student. All of this costs time, toil, and money.

Negro colleges must act in concert. Representatives of all the colleges should meet to plan ways to gain public sympathy and responsibility. Some of these strategies might well entail joint action by the institutions on a regional or subregional basis. For example, the Negro colleges together could sponsor a seminar that would impart a knowledge of, and sympathy with, the problems and plans of Negro higher education. Or

again, the Negro colleges might, with virtual unanimity, agree upon the merits of industrial internships, for example, as an important innovation in their experiments with curricular revision. They might plan together, and form a coordinating body representing their entire corps to initiate and supervise a program to acquaint the Southern public with this innovation. Indeed, they could develop this cooperative arrangement to the point of negotiating a compact in which all of the colleges with industry, business and labor throughout the Southern region were beneficiaries. This combined program might even be subsidized, in whole or in part, by industry, business, and labor.

But the Negro colleges can develop strategies and share information which good judgment would assign to the programs of individual institutions. For obviously, every Negro college, like any other human institution, has its own peculiar strengths, connections, interests and needs. Whether the colleges act singly or as a group, the ultimate aim should be the same and the ultimate urgencies should prevail. As for as anyone may see into the years ahead it is more, not less, of their own, and preferably joint enterprise which will help Negro colleges in the South attract the external aid they cannot do without.

A CALL TO ACTION

The Conference on Curriculum Change advances 19 recommendations for action based on major conclusions of the participants. We realize that some colleges have undertaken or planned at least some of the recommended actions. The list is not meant as a program for simultaneous activity on all fronts. That would be unrealistic and probably impossible.

We stress the vital role of faculty leadership in producing positive curriculum change. Without full involvement and strong dedication of the faculty in curriculum change, there is little chance of change.

This is a critical time because of the growing unrest and the wish for change among faculties and students. With immediate action, the colleges can use this ferment constructively to impel curricular revision.

Colleges which follow these recommendations now will also be riding the wave of economic growth and social progress. Innovation this year can convert the 75 Negro senior colleges of the South to a prime recruiting ground for the full spectrum of baccalaureate level professions, many of which were previously open only to white college graduates.

To ignore these three conditions—large need, unrest and opportunity—would be folly for the colleges and a disservice to Negro youth.

WE RECOMMEND:

1) Each institution as a first step toward curriculum change, immediately re-examine its academic mission to determine what instruction it should or should not attempt.

In this way it can define a niche for itself in the community of colleges in the South and in so doing relate its decision to the current and future job prospects of its students.

2) Each institution explore cooperation with other colleges to accelerate curriculum change.

Any college or university has limited resources. Colleges in close geographic proximity can jointly utilize faculty, curricula and equipment. We encourage cooperation among neighboring higher institutions, and participation in statewide, regional and national arrangements.

3) Each college establish a task force for curriculum revision to find innovative ideas for curricular improvement, see that these ideas are put into practice, supervise all aspects of curricular change and assure evaluation of curricular revisions.

Colleges can decide who should serve, how to select members and how the task force works with staff and administration. We believe, however, that the membership of the task force should include students.

4) College faculties even more than heretofore be permitted and encouraged to exert their influence and use their specialized knowledge for curriculum change.

The consensus of the Conference was that it is the faculty which is responsible for the development of sound curricula and effective instruction. We believe that faculty should be involved at all levels of curriculum decision making.

5) Each college formulate and adopt a systematic program to help all faculty members continue to grow in their disciplines and improve their competence in curriculum revision.

Each faculty member must deepen his roots in his discipline, engage in scholarly inquiry, and make professional contacts outside the institution to enhance institutional prestige, enlarge opportunities for students and increase in his own stature. He should be encouraged and assisted to fully participate in improving programs and practices in his college.

6) Colleges secure consultants as needed to assist in curriculum change.

Consultants should be scholars active and esteemed in their fields and familiar with job opportunities.

7) Colleges organize advisory councils to assist in curriculum development and improvement.

Representatives of business, industry, professions and civic leadership should be on these councils to convey new curriculum ideas and advise on career openings.

8) Students serve as full participants on committees, express their wishes and in other ways work with faculties to bring about curriculum change.

As members of the community of scholars they can reflect the point of view of learners and experience a close integration of classroom learning and institutional service. These students should be earnestly interested in curriculum development and represent leadership of diverse groups on campus.

9) Each college be alert to research on college students, both on its own campus and elsewhere.

Knowledge about students aids effective instruction and counseling, contributes information about how students react to educational practice and shows evidence of the rewards of college. Responsibility for conducting and disseminating this research could be assigned to an office such as institutional research, student personnel or the registrar.

10) Each college provide a placement service for its students and use data on placement for curricular evaluation and improvement.

In addition to its usual functions of placing graduates and securing part-time employment for undergraduates, the placement service ought to marshall data that boosts curricular revision. Colleges may wish to turn to specialized outside agencies for assistance in developing comprehensive placement services.

11) Each college intensify efforts to acquire appropriate recognition of all programs by professional accreditation or special registry listing.

Institutions which offer programs eligible for such recognition should seek to achieve it as rapidly as possible.

12) Appropriate agencies hold a series of conferences on curricular change in 1968-69.

a) A regional conference should be held for representatives of boards of control of public and private Negro institutions, their presidents and their chief academic and fiscal officers. Other persons specially concerned with the operation and financing of these colleges should also be invited.

b) Several subregional conferences on curriculum revision should be held for delegations of faculty representing all disciplines offered. At least five to ten members of each participating faculty should attend. These conferences should relate curricular change to the changing job market for young Negroes.

c) Several subregional conferences of students from the 75 senior colleges should convene to consider the requirements and implications of curriculum revision.

Faculty and students should be invited to all of these conferences. We also advocate inviting representatives of foundations, government agencies connected with financing higher education and regional and professional accrediting agencies.

13) Continuing evaluation of curriculum change be made incorporating new methods of systems and cost-benefit analyses.

Such evaluation should cover all departments of the college to assess curriculum change in human, educational and economic gains.

14) Each institution establish a program of public interpretation that stresses progress in curriculum change and the academic achievements of faculty and students.

It is possible in communications media to publicize the character and programs of educational institutions to many different publics. We urge colleges to present their achievements in curricular change and academic excellence to these publics. We advocate a staff position with this responsibility.

15) Each college allocate funds for planning, effecting and evaluating curriculum change.

Most of these recommendations require money. Though colleges should seek special funds from foundations, governments and other outside benefactors, some funds must come from college budgets.

16) Colleges establish liaison with possible supporting agencies to keep informed of new programs and acquaint the agencies with their contributions and needs.

Funds for support of new developments in colleges are available from an increasing number of public and private agencies. Private foundations and the federal government are interested in higher education generally and the Negro colleges especially. An appropriate officer to keep abreast of possible support including grants and loans is a timely addition to college staffs.

17) This Conference on Curriculum Change reconvene in the summer of 1969 to report and assess progress in curriculum change in traditionally Negro colleges of the region.

This recommendation assumes that the necessary data will be collected to assess the character and gains of curriculum change during the year.

APPENDIX

JOBS FOR COLLEGE GRADUATES

The following listing of jobs is an addition to those mentioned throughout the report. They illustrate the range and variety of jobs available to college graduates.

Humanities

Writers
- Newspaper reporter
- Technical writer (scientific and technical journals)
- Editor for:
  - Public agencies (local, state, federal)
  - Journals and magazines
  - Publishing houses
  - Trade publications
  - House organs for business, labor union and other occupations
- Public information writer for:
  - Public agencies (local, state, federal)
  - Private research organization
  - Business and industry
  - Welfare agencies
  - Colleges
  - Labor unions
- Advertising copy writer for:
  - Advertising agencies
  - Newspapers
  - Trade publications
  - Business and industrial concerns
  - Magazines
  - Mail-order houses
- Copy readers (printing and publishing)

Artists
- Musician
- Actor
- Television and radio reporter, announcer, discussant
- Commercial artist
- Industrial designer
- Interior designer and decorator
- Photographer
- Architect
- Landscape architect
- Draftsman and cartographer
- Illustrator
- Cover designer
- Cartoonist
- Art layout
- Museum technician

Librarian

Translator
- Export-import business
- Federal, state or community agency

Science

(In private and public agency or business, research or technology)

Biologists
- Botanists:
  - Plant taxonomist
  - Plant ecologist
  - Plant morphologist
  - Plant pathologist
  - Mycologist
- Microbiologist
- Histologist
- Bacteriologist
- Zoologist
- Aponomist
- Pharmacologist
- Physiologist
- Industrial hygienist

Earth Scientists:
- Geologist
- Geochemist
- Geohydrologist
- Marine geologist
- Petrologist
- Sedimentation technologist
- Hydrologist
- Minerologist
- Geological oceanographer
- Petroleum geologist

Other scientific fields:
- Geophysicist
- Meteorologist
- Oceanographer
- Biochemist
- Analytical chemist
- Organic chemist
- Inorganic chemist
- Physicist
  - Optics
  - High energy physics
  - Mechanics
  - Electron physics
  - Geophysics
  - Health physics
- Aerial-photograph interpreter
- Astronomer
- Optical-missile-tracking technician
- Navigational scientist
- Geodesist

Patent classifier

Laboratory technician

Control-laboratory technician

Mathematics

(In private or public agency or business)

- Statistician (marketing, advertising, behavioral sciences, demography, biology, chemistry, physics)
- Programer
- Securities research analyst
- Qualities control analyst
- Engineering analyst
- Computer engineer

Agriculture

Jobs in farming are decreasing rapidly, but many occupations in private industry and public agencies are open to those with majors in agriculturally oriented subjects.

- Animal breeder
- Plant breeder
- Forester
- Research forester
- Entomologist
- Agricultural commodity grader
- Range conservationist
- Soil scientist
- Soil conservationist
- Animal fiber technologist
- Horticulturist
- Seed analyst
- Weed control inspector

Home Economics

- Dietitian
- Nutritionist
- Home-demonstration agent
- Four-H Club agent
- Dress designer
- Farm Bureau agent
- Family-finance specialist

Social and Behavioral Sciences

Social science analyst
- Research and writing in sociology, psychology, political science, and public administration for urban affairs and community action groups in cities; for government and private research organizations; for labor unions, trade organizations, civil rights and nonprofit agencies

Economics

Economist, general, or
- with specialties in prices, labor economics, business and industrial organization and affairs, finance, budgeting, agriculture, and others

Market research analyst

Manpower economist
- Research and planning

International trade economist

Commodity-industry economist

Production planner
Economic geographer

(These occupations may be performed in private business and industry, in banking, insurance, and real estate, as members of a corporate team, or in private or public research organizations.)

History, Government, Public Administration

Archivist
International relations specialist (State Department, Department of Defense, and other federal agencies)
Historian (museums, dramatist, motion pictures, planning and developing national movements and shrines for public agencies)
Archelogical assistant
Foreign service officer
International relations research
Program planning research and assistance (community, state, federal agencies)
Management of political subdivision of a community
Management in many businesses and industries
Peace Corps and other assignments abroad such as with the Friends Service Committee and other church-related organizations, or with international agencies such as the International Labor Organization, any division of the United Nations, the World Health Organization, the Food and Agricultural Organization.

Anthropology, Sociology, Psychology

Ethnographer
Anthropologist
Interviewer in field surveys using household samples
Analyst of labor force data, with special reference to the characteristics of persons and groups
Criminologist
Industrial sociologist
Penologist
Rural sociologist
Urban sociologist
Community, regional, state, federal agency assistance in planning and research
Demographer
Psychologist, research and analysis
Educational psychologist
Experimental psychologist
Social psychologist
Guidance counselor
Market research
Opinion poll research (interviewing, analysis, and related jobs)
Residence counselor in dormitory
Team worker in private and public research and action organizations

(Bureaus of economic or social research; government agencies, nonprofit community organizations; labor and trade organizations; business and industry; private or public group clinics, or in urban planning and redevelopment, and community action programs of all kinds.)

BIOGRAPHIES

RICHARD KENNETH BARKSDALE, a native of Winchester, Massachusetts, is professor of English and acting dean of the School of Arts and Sciences at Atlanta University and author of essays on poetry, drama, and race in literature. He received his A.B. degree from Bowdoin College in Maine, M.A. at Syracuse University and M.A. and Ph.D. degrees from Harvard University. He has been instructor in English at Southern University, chairman of the English department at Tougaloo, professor of English and assistant graduate dean at North Carolina College at Durham and chairman of the English department of Morehouse College. Dr. Barksdale was Phi Beta Kappa at Bowdoin with honors in English and a General Education Board fellow at Chicago, Iowa and Harvard. He has written for the *Western Humanities Review, Phylon* and the *College Language Association Journal.* He belongs to the National Council of Teachers of English and is program chairman of the South Atlantic Modern Language Association.

HENRY ALLEN BULLOCK is distinguished professor of sociology at Texas Southern University and has been appointed visiting professor of history at the University of Texas. He holds the B.A. from Virginia Union University; the M.A. in sociology and comparative psychology and the Ph.D. in sociology from the University of Michigan. His college teaching extends over 39 years. Dr. Bullock's work in curriculum innovation and teaching improvement in 1958 attracted to Texas Southern a grant from National Educational Television to produce a film "People Are Taught to Be Different" showing processes of personality development. The film, written and produced at Houston under his direction, was broadcast throughout this country and Canada and shown around the world by the State Department. Dr. Bullock's research on consumer motivation in Negro markets is credited with "integrating" advertising with Negro models and situations. In 1961 he wrote a series of articles for the *Harvard Business Review* on consumer motivation, black and white, which attracted national attention. He served as a consultant to a number of industries and firms on motives, style and appeal in the Negro market. His *A History of Negro Education in the South,* published by the Harvard University Press, won for him the Bancroft Prize as the best work published in American history during 1967.

PATRICIA BILLINGSLEY GURIN is an assistant professor in the department of psychology and research associate at the Survey Research Center, Institute for Social Research, University of Michigan. She is a native of Indiana and holds a B.S. from Northwestern University, M.S. from the University of Wisconsin and a Ph.D. in social psychology from the University of Michigan. Her research interests include motivation and performance, socialization of role choices and the social psychology of poverty and race relations. She is the author of a number of professional journal articles, and several publications including a monograph, *Motivation and Aspiration in the Negro College.* Mrs. Gurin is co-chairman of the Committee on Poverty for the Society for the Psychological Study of Social Issues, was a consultant to the Michigan Department of Education on a study of racial balance-imbalance in the Michigan public schools and a member of the Advisory Committee of the Tuskegee Institute Behavioral Sciences Institute.

BLYDEN JACKSON, born in Paducah, Kentucky, is dean of the graduate school at Southern University in Baton Rouge, Louisiana, and an authority on Negro literature. He got his B.A. degree from Wilberforce University, his M.A. and Ph.D. from the University of Michigan. He was a Rosenwald fellow at Michigan from 1947 to 1949. Dr. Jackson taught English for nearly 30 years in Louisville public schools, at Fisk University, and at Southern University. He was professor and head of the English department at Southern for eight years until 1962 when he became dean of the graduate school. Dr. Jackson belongs to the College Language Association, of which he was president for two years; the Modern Language Association, the National Council of

Teachers of English, the College English Association, the Speech Association of America and Alpha Phi Alpha. He has written articles published in national and regional journals and for many years wrote an annual review of Negro literature for *Phylon,* a journal of Atlanta University.

SEBASTIAN V. MARTORANA is a graduate of the State University of New York College at Buffalo and holds the M.A. and Ph.D. degrees from the University of Chicago. He joined the State University of New York as executive dean for two-year colleges in 1965, and is now vice chancellor for two-year colleges. Beginning his career as an elementary school teacher and principal, he subsequently served on the staff of the American Association of Junior Colleges, as a professor at the State College of Washington in Pullman, as dean of the General College and Pre-Professional Division of Ferris Institute in Michigan, and in the U.S. Office of Education as a specialist for community and junior colleges and as chief of state and regional organization. Dr. Martorana has published numerous articles and books, directed several comprehensive statewide studies of higher education, and is a member of the Executive Committee of the Board of Trustees of the College Entrance Examination Board.

HENRY C. McBAY, chairman of the chemistry department at Morehouse College in Atlanta, was born in Mexia, Texas, and educated in the public schools there. He received his B.S. degree from Wiley College in Marshall, Texas, his master's from Atlanta University and his Ph.D. from the University of Chicago. He also did post-doctoral study at Chicago. Dr. McBay was a member of the first UNESCO Technical Experts Mission to Underdeveloped Countries and went with the mission to Liberia in 1951. He has published articles in the *Journal of Organic Chemistry* and the *Journal of the American Chemical Society.* A Phi Beta Kappa, Dr. McBay also belongs to Sigma Xi fraternity and the American Chemical Society.

HUGH McENIRY, vice chancellor for academic affairs at the University of North Carolina, is a native of Bessemer, Alabama. He received his A.B. from Birmingham-Southern College and his master's and Ph.D. from Vanderbilt University. He also has honorary degrees from Stetson University in Florida and Bishop College in Texas. Dr. McEniry taught at Stetson University and became chairman of the English department, chairman of the Division of Humanities, chairman of the Graduate Council, dean of the College of Liberal Arts, and in 1959, dean of the university. He went to the University of North Carolina at Charlotte in 1967. He has contributed essays on modern American literature to *The Christian Century, Motive* and other journals. He is a trustee of Johnson C. Smith University in Charlotte and Knox College in Illinois. He has served on advisory committees for the Danforth Foundation, the Woodrow Wilson Foundation, the Southern Fellowships Fund and SREB. Dr. McEniry has been active for many years in the Southern Association of Colleges and Schools as president, a member of the executive committee and a member of the Coordinating Committee of the Educational Improvement Project.

DOROTHY K. NEWMAN, of the Bureau of Labor Statistics, got her Ph.D. in sociology from Yale University, taught in the social sciences at Antioch College, and has been an economist with the U.S. Department of Labor for a number of years. Her work with the Labor Department has been chiefly in construction, housing and labor economics and most recently in socio-economics—how society affects the economy and how economic changes affect society. She has specialized in problems of minorities, poverty and cities. Her paper on *The Economic Situation of Negroes* was prepared for the White House conference, "To Fulfill These Rights." Among her most recent journal articles are "The Negro's Journey to the City," "The Low-Cost Housing Market," and "The Decentralization of Jobs," all for the *Monthly Labor Review* during the past two years. She prepared the Bureau of Labor Statistics report, *The Negroes in the United States: Their Economic and Social Situation* and was co-author of *Social and Economic Conditions of Negroes in the United States.*

ANNE S. PRUITT, a Georgian, received her B.S. degree in psychology, *cum laude,* from Howard University, her M.A. from Teachers College at Columbia University and her Ed.D. in Guidance and Student Personnel Administration, also from Columbia. She worked as a high school counselor and teacher in Bainbridge, Georgia, and was dean of women and dean of students at Albany State College in Georgia and at Fisk University in Nashville. She is now assistant professor in the education department of Case Western Reserve University. Mrs. Pruitt has written on student career development and student personnel administration for half a dozen professional journals and is a member of numerous organizations concerned about students and student counseling. She is currently a member of the American College Personnel Association's Commission on the Organization, Administration and Development of Student Personnel Administrative Services and chairman of the National Vocational Guidance Association's Commission on Career Development through Curriculum.

GERTRUDE C. RIDGEL is professor of biology at Kentucky State College. A native of West Virginia, she completed her undergraduate studies in mathematics and biology at West Virginia State College and earned the master's and Ph.D. degrees in zoology and genetics from the University of Wisconsin. She has done post-doctoral study at the University of Oregon, the University of Wisconsin, the University of Michigan, and Cornell University. Mrs. Ridgel has taught in the biology departments at Southern University, Tuskegee Institute, West Virginia State College, and served as chairman of the division of science and mathematics at Albany State College and at Wiley College. She is affiliated with numerous professional organizations including the American Institute of Biological Science, the National Association of Biology Teachers, Sigma Xi, the American Association for the Advancement of Science, and Beta Kappa Chi.

CHARLES U. SMITH is chairman of the sociology department of Florida A & M, specialist in social pathology, sociology of education and race relations, and a frequent consultant to government, educational and civic commissions. Dr. Smith, a native of Birmingham, earned his B.S. degree at Tuskegee Institute, his master's in sociology at Fisk University, his Ph.D. at Washington State at Pullman, and did post-doctoral study in sociology. He has attended three White House conferences on youth and race and is chairman of a planning committee for the 1970 White House Conference on Children and Youth. He is visiting professor at Florida State University and was one of the first four Negroes elected to the Leon County, Florida, Democratic Committee. Dr. Smith belongs to six professional and scholastic honor societies and has written about 40 articles published in professional journals and lay publications. One of his best known published pieces is "The Sit-In Demonstrations and New Negro Students," published first in 1962 in the *Journal of Inter-Group Relations,* reprinted extensively here and abroad, and as a chapter in a Doubleday book as well as a textbook.

ANDREW P. TORRENCE, vice president for academic affairs at Tuskegee Institute in Alabama, is also an expert on adult education. He was born in Little Rock, Arkansas, and got his B.S. degree at Tennessee A. and I. University, and his M.S. and Ph.D. at the University of Wisconsin. Dr. Torrence was associate professor and head of the department of agricultural education at Tuskegee from 1954 until 1962 when he became professor and dean of academic affairs. He has served as research associate at the Center for the Study of Liberal Education for Adults in Chicago, as visiting professor in rural and adult education at the University of Wisconsin, as consultant to the Negro College Committee on Adult Education of the CSLEA, and as

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EDWARD W. WHITLOW is a native of Virginia. He received the B.S. degree in business administration from Virginia State College, the M.B.A. in personnel administration and the doctor of education degree in administration from Cornell University. For a number of years he was connected with the Southern Aid Life Insurance Company and also served with the Vanpelt and Brown Pharmaceutical Company in Richmond, Virginia. Since 1951 he has been at Virginia State College as secretary-cashier of the college, director of financial aid and placement, professor of business administration and currently as director of the School of Commerce. He has served on the board of the Middle Atlantic Placement Association and is a member of the Association for Higher Education, American Management Association, the American Society for Public Administration and the American Academy of Political and Social Science.

MILTON WILSON is professor and dean of the School of Business Administration at Texas Southern University and a frequent consultant to government, business and universities on markets, management and business education. He got his B.S. degree from West Virginia State College and his M.C.S. and doctor of business administration at Indiana University. He also studied behavioral science at the University of Chicago. Dr. Wilson taught at St. Philips Junior College at San Antonio, Texas, and became business manager and head of the business department there. He also taught at Hampton Institute in Virginia, Dillard University in New Orleans and was a visiting professor at Harvard. He attended the Equal Employment Opportunities Conference at the White House in 1965, and served that same year as consultant for the Agency for International Development in Washington where he designed the agency's annual report. He served as consultant to Indiana University in 1966 to help establish a Graduate Institute of Business Administration at Dacca, Pakistan.